



**PROBLEM-SOLVING SPEAKING ACTIVITIES TO DEVELOP  
CRITICAL THINKING SKILLS IN B1 EFL STUDENTS**

Trabajo de Titulación como requisito previo para la obtención del título de:  
Magister en Pedagogía del Inglés como Lengua Extranjera

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## Abstract

Learning a second language is among the leading factors in modern-day communities that help unite people from different backgrounds (Mehta & Mehta, 2019). Learners with additional needs are likely to express different levels of understanding of the offered context. Based on the complexity of some languages, it is worth noting that there are unique approaches that can assist the learners in quickly understanding the various aspects of the secondary language. Learners' creativity plays a vital role in determining their connection to the second language. Since some languages differ from the primary languages, teachers can create unique ways that may allow the learners to easily connect some aspects of the language and change their attitude towards the respective language.

Critical thinking among the learners connects to the ability to make the right decisions for solving some of the problems that may directly affect them (Dolapcioglu & Doğanay, 2022). Based on the different forms of challenges that may influence one's language acquisition, their interaction and connection to the environment are always needed to make the right improvement. Critical thinking allows most learners to critically analyze a specific situation and decide on the most effective approach that may address the individual case and assist in attaining their educational objectives. Although there are several ways that learners can be encouraged to understand the context of a new language, it is worth noting that giving the learners a chance to solve the problems they go through quickly is a meaningful way to realize this objective. This research aims to assess the influence and connection between problem-solving communication in learners struggling with second language acquisition. Through the findings of this study, it will be relatively easy to create unique ways to improve the learners' overall understanding.

**Keywords:** critical thinking, role-play, problem-solving, questioning, collaborative work.

## Resumen

Aprender un segundo idioma es uno de los principales factores en las comunidades modernas que ayudan a unir a personas de diferentes orígenes (Mehta & Mehta, 2019). Es probable que los alumnos con necesidades adicionales expresen diferentes niveles de comprensión del contexto ofrecido. Con base en la complejidad de algunos idiomas, vale la pena señalar que existen enfoques únicos que pueden ayudar a los estudiantes a comprender rápidamente los diversos aspectos del idioma secundario. La creatividad de los estudiantes juega un papel vital en la determinación de su conexión con el segundo idioma. Dado que algunos idiomas difieren de los idiomas primarios, los profesores pueden crear formas únicas que permitan a los alumnos conectar fácilmente algunos aspectos del idioma y cambiar su actitud hacia el idioma respectivo.

El pensamiento crítico entre los alumnos se relaciona con la capacidad de tomar las decisiones correctas para resolver algunos de los problemas que pueden afectarlos directamente (Dolapcioglu & Doğanay, 2022). En función de las diferentes formas de desafíos que pueden influir en la adquisición del lenguaje, su interacción y conexión con el entorno siempre son necesarias para realizar la mejora adecuada. El pensamiento crítico permite que la mayoría de los alumnos analicen críticamente una situación específica y decidan el enfoque más efectivo que pueda abordar el caso individual y ayudarlos a lograr sus objetivos educativos. Aunque hay varias maneras en que se puede alentar a los alumnos a comprender el contexto de un nuevo idioma, vale la pena señalar que darles la oportunidad de resolver los problemas que enfrentan rápidamente es una forma significativa de lograr este objetivo. Esta investigación tiene como objetivo evaluar la influencia y la conexión entre la comunicación para la resolución de problemas en estudiantes que luchan con la adquisición de un segundo idioma. A través de los

hallazgos de este estudio, será relativamente fácil crear formas únicas de mejorar la comprensión general de los alumnos.

**Palabras Clave:** pensamiento crítico, juego de roles, resolución de problemas, cuestionamiento, trabajo cooperativo.

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## **Introduction**

The relationship between learners and the people around them plays a vital role in determining their success in their studies (Jena, 2020). For most learners, the connection with other learners with similar needs is among the many factors that can predict their success in attaining most of the objectives in their studies. When learning a new language, understanding the nature of the new language and the various features associated with that language is known for predicting some of the ways their connection to that language can be improved (Stenberg et al., 2021).

The selection of any system depends on the learners' perception of the respective language and the initiatives used in providing the required teachings. In the modern education systems, several challenges are experienced by the different learners that make it challenging for them to accomplish their critical objectives in the adoption of special measures associated with the success of the respective language.

Through individual motivation, most learners can successfully adopt a unique way to solve the possible challenges that may hinder their ability to comprehend the new language's content. Critical thinking skills are essential for all learners. After understanding the different needs of the learners. (Goodsett, 2020). Critical thinking has a positive connection to effective decision-making among the learners because it helps them creatively design a unique approach for assisting them in creating practical solutions to address most of the difficulties experienced in their day-to-day lives (Villacís & Hidalgo Camacho, 2019). Based on the complications associated with language acquisition, making a unique way that encourages the learners to

change their perceptions of the language assists them in addressing most of the problematic situations that may negatively influence their studies (Verawati et al., 2019). Most learners experience challenges based on the differences in the new language's features.

Creating better ways that allow the learners to interact quickly and have dialogues with one another will enable them to have an in-depth knowledge of their issues. Critical thinking has a deep connection to the high-order thinking among the learners, thus assisting them in stepping out of their comfort zone. This research will address specific approaches regarding problem-solving and their influence on creativity and critical thinking. With the findings, rather than embracing ways that the learners can view the challenges based on their complexities, they can connect with their teachers and other colleagues to quickly solve most of the problems that may arise in their learning a second language.

Although one may view problem-solving speaking based on other benefits it may offer to the learners, it is considered one of the impactful initiatives that can improve learners' critical thinking (Tang, Vezzamo & Erikson, 2020). In the completion of this research, specific groups with unique needs will be directly involved and allowed to showcase their understanding of the problems they go through. This research consists of assessing the various effects of problem-solving speaking activities in the attempt of the learners to develop critical thinking in their quest to learn a second language.

Through critical thinking, one can rely on their understanding of a specific topic and therefore develop more knowledge that may assist them in making appropriate decisions that may benefit them in their respective field of study (Verawati et al., 2019). Most B1 English learners experience problems in their communication and sharing of unique ideas with their colleagues. This is one of the issues that affect their abilities to get assistance in managing the

social and psychological issues they experience. To assist the learners in developing a better way to encourage their success in their studies, it is imperative to design a unique way that allows them to share ideas and feel appreciated by their colleagues. Learning English has not been taken positively in Ecuador because of the low score recorded. The English score in Ecuador is 49.42/100, indicating the low level of English in the nation. For this reason, the implementation of unique ways of teaching English by embracing the problem-solving speaking activities may play an essential role in reducing the severity of the current situation by encouraging more learners positively obtain productive skills that may benefit them.

This study explores how problem-solving speaking activities can play an essential role in changing the landscape and the magnitude of most of the challenges that learners face in their quest to learn a new language. This research is based on the fact that this approach can assist second-language learners in developing an additional way to think, evaluate, and synthesize the available information concerning the respective language. Through this initiative, it is worth noting that the learners are encouraged to view everything from a different perspective that may create the needed changes.

In this research, data collection will follow a unique way that will involve the assessment of the beliefs of the learners and their connection to a better way that may encourage their overall productivity. Concerning decision making, the learners will be offered a chance to express their opinions on the areas they feel that additional efforts may be needed to improve the overall outcome. This will encourage a positive reflection on the primary language in improving one's understanding of the second language. In some cases, the second language may have features that may not align with the primary language (Stenberg et al., 2021). For this reason, the

integration of specific approaches that allow the learners to think critically is an effective way to improve the overall understanding of the second language.

### **Background**

Critical thinking is an essential part in everyday learning because it enables the learners to gain an in-depth understanding of the context. This research aims at analyzing the impact on language acquisition after using Problem-solving Speaking activities to develop critical thinking in a second language (L2). The study involves students in senior high school with an English level B1 according to the Common European Framework in two intact classes in a high school in the North of Quito. One group will consist of 111 students and will be considered the experimental group, and the other group will be the control group.

To start with, it is necessary to deem that Critical thinking has not had the importance in the L2 acquisition because English teaching has been centered in developing the four skills. In fact, Critical Thinking should have a more active role according to XU Qing, (2013). Due to this fact, some important definitions and ideas have been contemplated to clear the path of investigation; for example, according to (Ermis,1985) Critical Thinking is the way to reflect rationally to trust or not. Besides, it is relevant to mention, as it is stated in (Wang, 2016, p. 2), Critical thinking has become an essential skill to be developed in special in this knowledge era. However, this definition is not new. English teachers have been analyzing how to develop these skills in their students for years. That is why, it has become imperative for teachers to create an atmosphere where students have the opportunity to express their ideas, opinions and thoughts freely in every class and subject. Since learners have turned from passive to active members. As a result, they can make their own decisions by analyzing, evaluating, comparing facts, data, or information, and being more competitive in this globalized world using the L2. As a

consequence of this fact, we as teachers, should start working with tasks and activities considering all the categories, as mentioned in Bloom's Taxonomy (Benjamin Bloom, 1965), which are displayed in six levels: **knowledge, comprehension, application, analysis, synthesis, and evaluation**. It should be stressed that each category has a subdivision of levels of abstraction; one is more complex than the others. In this way, learners can demonstrate the capacity of analysis, creation, criticism and evaluation, to compete in the labor world to make better decisions as it was mentioned in (Stefanova S. et al., 2017, p. 253).

As it was brought up previously, developing critical thinking skills is essential, and students are required to complete it as part of the National Curriculum in which BGU Learners must also improve their creative thinking skills. Thus, this research may be helpful to someone that would be interested to rehearse one of the suggested speaking problem-solving activities to develop critical thinking. They include brainstorming, inventing, changing and imagining. Besides, as (Xu Qing, 2013, p. 7) said that creative and critical thinking skills should not be taught separately. By doing so, learners will tend to produce original ideas or views to resolve any critical Speaking activity. On the other hand, English teachers might use problem-solving tasks to foster L2 vocabulary, discourse management, pronunciation and interactive communicative skills in order to speak fluently. Role-playing and collaborative work are the main activities that will be considered as the problem-solving activities to improve the critical thinking abilities of the learners.

### **Problem Statement:**

B1 English students have problems with speaking skills and expressing their opinions freely because of the scarce use of adequate resources, large number of students in the classrooms, also the overstress application of grammar exercises as it was mentioned in (Gutiérrez D., 2005 p. 85). To help learners improve and develop this dexterity, it is necessary to know which the most effective activities are while applying the problem-solving method to develop critical thinking skills. Unfortunately, the process of English learning has been under disapproval because of the results published in (El Comercio, 2017), which indicated that “the English score in Ecuador is 49.42/100” (p. 14). This shows clearly that the English level is quite low in our country which is a big concern to every single English teacher. Hence, I would like to analyze the implications of language acquisition after using problem-solving speaking activities to improve the process.

Since most of the studies regarding the analysis of problem-solving activities to develop critical thinking have been researching in different places far from our country, and there are not enough studies about our situation, it seemed necessary to analyze which activities present more relevant results. Besides, it should be taken into account that most of learners struggle with the productive skills, specially Speaking.

The purpose of this research is that students’ opinions, thoughts can be expressed orally through L2 use, providing them with the necessary skills that help them accomplish the goal and become autonomous learners. For all these reasons, this research aims to analyze the enhancement of problem-solving ability after and before using different suggested speaking activities to develop critical thinking skills and their implications in the second language acquisition in senior high students.

### **Relevance and Importance of the Research (Significance of Research)**

In the last years, people have been looking for strategies to develop critical thinking skills in English as a second language. For instance, learners need to come about with higher order thinking skills such as analyzing, synthesizing, and evaluating as it is mentioned in (Lugmaña & Padilla, 2021 p. 43). Unfortunately, there has not been any difference in our country because most of teachers have been devoted to training students only in the four skills which are reading, listening, speaking and writing without considering critical thinking as a skill as it is pointed out in (Heard et al., 2020, p. 1) Additionally, teachers have centered only on the grammar approach for the L2 as a language acquisition which does not foster the English proficiency because students have focused on the repetition and memory as it was revealed in (Montaño J., 2017, p. 481). Furthermore, learners should be exposed to the L2 to practice in a real environment in order to improve the target language. Unfortunately, the lack of these practices does not permit to reach a good level of English international standards as cited in (Lugmaña & Padilla, 2001)

For all these reasons, after conducting this research, I pretend to find out which activities can be used to develop critical thinking Speaking activities. Hence, they may be helpful for the students who are currently studying at the B1 level of a public school. As a result, English teachers will further promote the use of these activities presented to develop critical thinking in Speaking with EFL students. Moreover, the analysis that is presented in this research will transmit valuable information for future research that will enrich the teaching process to flourish the speaking skill in EFL students.

Learners have problems with speaking skills and expressing their opinions using L2, which is one of the significant challenges English teachers face during classes. Therefore, it is essential to mention Critical thinking Skills could be one of the panaceas to overcome this bias, as is mentioned by (Suvarna, 2021, pp. 2-3). Also, she argues that the most recommended tasks to help students to be critical thinkers are questioning, problem-based learning, logical arguments (critical reading), information transfer, acceptance of different perspectives, and classics and mythologies. Thus, it is an excellent opportunity to enhance students' reflection with these types of tasks that will be tested in the controlled group.

### 2..1 Research Questions:

What effects do speaking problem solving activities have on students' Critical Thinking skills?

What effects do problem solving activities have on students' speaking skills?

What Bloom's taxonomy level will students get after undergoing a course which includes problem-solving activities?

### **2.2: General Objective**

To analyze the effect of problem-solving Speaking activities to develop critical thinking in B1 EFL students.

### **2.3 Specific Objectives**

To associate Problem-solving Speaking activities to Critical Thinking skills.

To describe students' perception of Problem-solving Speaking activities for EFL acquisition.

To measure students' metacognitive level after using Critical Thinking Speaking activities.

## Literature Review

Nowadays, learners may hesitate to provide reasonable responses or feel unease to express their personal opinions, because of a lack of confidence or do not have the enough amount of knowledge or lexical to produce the oral output (Speaking), and students were devoted to answering regarding the use of memory without having a fundamental concept (Svoboda, 2009, p.2). In this context, it is crucial for learners to be able to demonstrate different skills in this competitive world and how important is to develop critical thinking skills in our students. Due to this fact, there is overwhelming evidence that implementing adequate activities in classrooms can optimize learners' skills. Hence, the following literature review confirms that the positive implementation of Critical Thinking Speaking activities in a different group of students has improved their skills.

### Critical Thinking

First of all, Critical Thinking is defined as a self-guided, self-disciplined thinking in which learners aim to “reason at the highest level of quality in a fair-minded way” according to Elder (2007) and cited in (Villacís & Hidalgo , 2019. p. 50). Accordingly, teachers should create an atmosphere in which learners can foster this skill through planned activities, and they behoove responsible of their learning when students are exposed to critical thinking activities as it is described in (Svoboda, 2009, p.2).

Additionally, the author (Xu Qing, 2013, p. 1) demonstrates the importance of developing critical thinking activities that may help in their application in daily life to reinforce this skill. Besides, it gives us some possible suggestions that may be applied in the classroom.

**For example, how important it is to have open questions with no correct answer.** By doing so, learners can empower their creativity and think critically in order to take on a more dynamic

role than simple skill acquisition. Understanding the relationship between language and logic would foster students' ability to analyze, criticize, and advocate ideas. Also, (Svoboda, 2009) points out questioning learners and teachers to collaboratively generate classroom discussions as one of the types of tasks to develop critical thinking skill.

Elder et al. (1996, p. 34) presented a theory with six stages that provide relevant intellectual traits, self-assessment and potential obstacles. Additionally, they make some assumptions. First, these are predictable stages, and the second assumption is that these stages are independent themselves. It means that could happen in isolation or could go forward or backward.

The stages are the following:

- Stage One: The Unreflective Thinker.
- Stage Two: The Challenged Thinker,
- Stage Three: The Beginning Thinker,
- Stage Four: The Practicing Thinker,
- Stage Five: The Advanced Thinker,
- Stage Six: The Master Thinker.

Stage one is related to the Unreflective Thinker who is less able to reach an ability to assess their thinking and improve it. Also, they are not conscious of the determining role of thinking. They could fail to identify thinking as involving concepts, assumptions, inferences, implications; however, they may develop some other skills unconsciously because they are not under rigorous monitoring according to the authors. The Second Stage is about the Challenged

Thinker who is confronted to figure out some life problems. Furthermore, they are at first conscious of the determining role about thinking. To be at this level requires from learners to make an effort to recognize the problem in which there is an intrinsic poor thinking. Moreover, the third stage is related to the Beginning Thinker. This kind of students have start to acquire an explicit command of their thinking. They will be able to recognize problems understand and begin thinking, also, they may modify their thoughts in spite of having limited insight into deeper levels.

In the fourth stage, the Practicing Thinkers are those who have more experience because they demonstrate better practices of things. They can have better mental processes and express their strengths and weaknesses although they can become egocentric and self-deceptive reasoning. The most important aspect to consider in this stage is that thinking is inevitable driven by the questions. Students should recognize the power in distinguishes whenever humans' reasons, there are predictable structures. Thinkers have the capacity to analyze their thinking with insight about different areas of life in this stage.

In the fifth stage, the Advanced Thinkers indicate that the use of self-critique and systematically is an easier task for the learners with needs of this category. They spread new thought habits "intellectual integrity". Also, they are able to face ideas, thoughts, and beliefs because of their "intellectual courage". And, finally, in the last stage, we have the Master Thinkers who are in total control of how they process data, knowledge and information having adequate decisions. All the time, they are looking for some forms to improve themselves to reach higher positions and to use the right resources that may enable them explore their potential (Elder, L., & Paul, R.W., 1996).

## **Questioning**

Questioning is considered one of the most successful strategies to develop thinking skill as is mentioned in (Halim et al., 2018, p.1) because it can become useful when it is time to activate student's participation. They feel encouraged to acquire new knowledge, and it creates interest in participating actively during their classes. Nevertheless, its effectiveness would not be possible without teachers' skills management. This means that they should master the questioning technique in order not to confuse students. According to (Halim et al., 2018) teachers should value and respect students' responses. Also, questions should be submitted higher order to be able to be analyzed, be diagnosis and finally, assess their learning progress assessed. Additionally, the author mentioned that questions should be submitted in "forms of 5 W + 1 H" these are what, who, where, when, why and how. Thus, learners do not necessarily use their memory, they advocated to analyze and think critically instead.

Furthermore, questioning technique has a relevant role in the processes of developing thinking because learners may analyze their own thinking processes when questions are carefully structured and organized as is mentioned in (Etemadzadeh et al., 2013, p.1025). As a result, learners may be more motivated to develop outgoing skills such as speaking and writing when they would be immersed in a student-centered learning active support, and at the same time "improve their long-term retention of knowledge," when learners have an active role when knowledge is being recalled, simultaneously they improve the lexical and other language skills. It is important to mention that is necessary to ask students questions to clarify their thinking, and challenge them about their assumptions to have better results.

On the other hand, the authors (Ansarian & Shafiei, 2016) propose to investigate "both language teaching and literacy education from a trasnational perspective by dealing with critical

thinking skills as a set of processes” **They include self-reflection, intercultural awareness, critical awareness problem solving, and language use.** The second assumption is that there is a necessity to teach critical thinking as one of the essential skills to **help students operate effectively within society and make better judgments**, however, this topic has not had enough attention in the English classroom. According to the authors, it could be accomplished through reading and interpreting the literary text in the English language classroom.

### **Types of Problem-solving Speaking Activities to Enhance Critical Thinking**

As the authors (Stefanova et al., 2017) offered that with the implementation of a long-term project that extends over at least a whole school year, they could maximize the effects of the model based on the reader-centered critical reading approach and the critical pedagogy approach and develop suitable tools for teachers. Both teachers and students perceive high effectiveness. Due to this fact, the analysis shows that all the students perceived their competence in the six dimensions between level 2 and level 4. The proposal activities make students aware of the need to improve their critical awareness.

Besides, this research has also been carried out in good results after using an appropriate activity to develop critical thinking skill (Iman, 2017, p. 87) “was aimed to find out whether or not using debate significantly improved the students’ critical thinking and speaking skill achievements and how much debate contributed to each aspect of critical thinking and speaking skill.” Definitely, with this investigation. They could show that a debate contributes learners expressing themselves giving their opinions through EFL. Moreover, the findings in (Iman, 2017) clearly demonstrated that comprehension, vocabulary, grammar, pronunciation, fluency have improved among the learners who follows similar approaches. These aspects were assessed

through SOLOM (Student Oral Language Observation Matrix), which compromise the elements of critical thinking such as **identifying, and explaining issues**.

### **Problem Solving Activities**

The relentless search for the implementation of critical thinking speaking activities in EFL classrooms has positive outcomes in language acquisition. Learners have passed from passive learners to active, which contributed to students expressing themselves fearlessly. Furthermore, they could improve other fields of learning such as language acquisition, grammar, fluency, and vocabulary. As a result of adequate teachers' selection of activities as is mentioned by (Hussin et al., 2018) problem-solving activities motivate to foster reasoning skills.

Moreover, (Sholikhah, 2019, p. 83) describes that problem-solving activities should done under seven principles. First, task or questions should challenge students, they should accommodate **students' voices and choices**, it is necessary to critique and have revisions as well. Students should present their outcomes in public to reflect of the project impact and sustained inquiry. Additionally, teachers should actively engage and lead learners in every consultation class.

On the other hand, through group work (Erten & Altay, 2009) contribute with two different categories of activities in speaking classes: task-based activities and topic-based activities on student interaction in speaking classes. Nevertheless, one question is how the necessary practice in the L2 should best be effective in contexts where extracurricular opportunities to talk about the language are scarce. So, the authors attempt to determine how task-based and topic-based group activities could influence two aspects of students in speaking

classes: length, type of turns and collaboration markers. It was possible to demonstrate that there was a big difference in the students' performance. On the contrary, in the second analyzed activity, they had to work in groups; learners felt more confident to interact, and the long turns were shortened in this stage. The participants in task-based groups used more monosyllabic expressions. There was no significant difference between the two types of activity in the use of long turns.

On the research to find out a possible solution where students use English as a second language (L2) not only inside their classrooms. (Azlan et al., 2019) mentioned to integrate Instagram and task-based learning activities as a platform to practice their language skills in an enjoyable way. Hence, students could feel motivated to speak because they would be surrounded by their peers with whom they feel more comfortable to speak rather than with an adult. Also, it could be a good option to share topics regarding their ages according to their interest to facilitate the language acquisition. So, students can be involved in English speaking activities where critical thinking plays a crucial role too.

Additionally, the authors mentioned how various models' design has been developed up to now described in the following way:

<b>Learning Theories</b>	<b>Instructional Design Models</b>	<b>Method</b>
<b>Bloom's Taxonomy (Bloom, 1956)</b>	Gagne's Nine Events of instruction & Keller's ARCS Model for motivation	Task-Based Learning (Willis, 1996)
<b>Maslow's Hierarchy of Needs (Maslow, 1943)</b>	Technology Acceptance Model (TAM) (Davis et al, 1989)	Zone of Proximal Development (Vygotsky and Soviet, 1896-1934)

In addition, problem-solving is one of the aspects to be evaluated in PISA and TIMSS and as well as Ecuador and Indonesia the results have not satisfactory enough to feel proud of as is mentioned in (Rusmansyah et al., 2020, p.2) that is more likely that the processes are not in accordance with the standard test rather than considering students are not intelligent enough to success in this kind of exams. Also, the author mentioned that the possible solution could be to equip the critical thinking skill in the syllabus where students acquire the ability to analyze arguments, ask and answer questions, decide on the actions. Furthermore, if students can participate in PBL groups, the results are going to be much better, resulting in problem-solving, self-efficacy, and production theory.

Also, it should be stressed that it is necessary to encourage students to be part of problem-solving procedural activities through systematic activities. Hence, learners will be able to remember the steps for resolving some issues and following the same track they will improve their attitude, and communication as well according to (Rusmansyah et al., 2020)

### **Role-play Activities**

It is necessary for students to be able to **interact with their peers and feel motivated** to express himself. When we are working in Speaking classes role-plays could be one of the most appropriate tasks to use. Considering that (Liu, 2010, pp. 136-137) proved that after implementing role-play in classes, students became more interested in Speaking English, they demonstrate more motivation to work in the whole-task practice. Over and above that, they were allowed inside a natural learning. They could create a context which support their learning and learners have the environment to reflect and express them freely. Also, the author cited

(Littlewood, 1981) who mentioned that it is necessary to consider four **headings to use role-plays**.

First of all, after using role-plays, the results demonstrated students feel more motivated, second, students were provided “whole-task practice”; third, students were immersed in a more natural learning where they receive real context input that according to Krashen is one of the best ways to get significant positive outcomes. Finally, students were able to create contexts to keep up the learning process.

There are some advantages using role-plays in our classrooms, for instance it provides clearly opportunities to implement active activities where students can express their own experiences and long lasting impression in their memories as stated by (Adzim, 2020, p. 77) and in the same track critical thinking is developed, as well. Also, the author mentioned that the role-play task is able to incentive motivation, activeness, creativity and critical attitudes on students in learning activities. As a result, students were able to express their opinions and refute statements when they could take their own decisions and express themselves. In short, role-plays allow students provide their arguments in a humanistic and person-centered approach whose success depends on deciding appropriately the situations that may develop critically thinking and face real situations.

In the first place, it is necessary to adapt the materials, the scenery, analyze which could be likely outcome, select the topic that has to be according to the students’ interest and organize the groups. Once the students have all the elements to work together in their role-play, to have responsibilities according to their roles is another requirement. Hence, every learner has the opportunity to interact and be part of the task. Once, they are conscious what is going to be present, it is necessary to create a discussion talking how the final product should be done and

present to the audience. Later on, the feedback is indispensable to be given, as well. So students can embrace the given information. It should be stressed that these steps are part of the teaching model called Sekawan-P pointed by (Preliminary et al., 2020, p. 94) which demonstrated how efficacy of using role-plays following the steps that are: **selecting materials, planning, developing, and presenting.**

On the contrary, as it is cited in Jonasses (1999) students are likely to be engaged in activities which may make them analyze, **explore the problem situation, figure out the possible solution and reflect on the outcomes and their experiences.** These stages are drawn in the following table

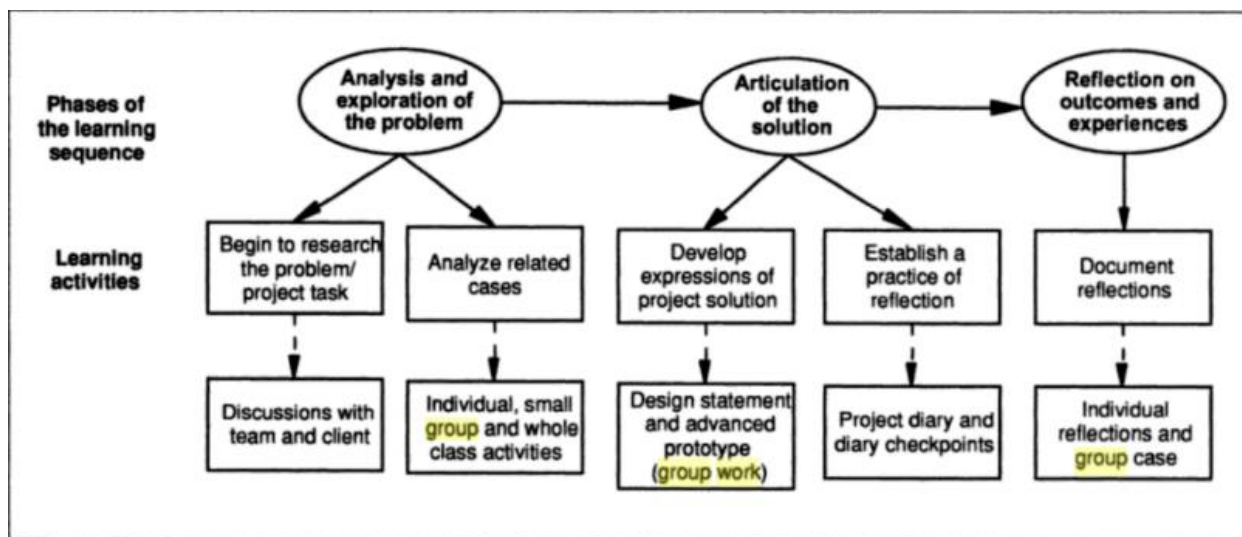


Figure: Robert T., 2004

According to the author this is the way how the learning process starts. First, students are part of a class meeting in which they are part of different project teams. It is necessary for all of them to be part of a group and start a discussion to analyze the cases or problem situation, the only condition is that they have to select a real-client to be involved who requires a solution. The negotiation process motivates learners to develop ownership of their projects. Second, students

have to articulate the possible solutions searching through different sets of questions to prepare individual answers. Learners will get a variety of options to enhance their understanding. In the final phase, students are ready to assess their reflection on the outcomes through their experiences, while, they keep acquiring vocabulary, being exposed to the second language acquisition.

### **Collaborative Work**

In the present study, at the same time, it is necessary to consider the importance of collaborative learning which allows students to interact and negotiate to solve problems; while they use their cognitive and metacognitive skills and become more responsible for their learning process as is mentioned by (Warsah et al., 2021, p. 444). Even, the social aspect plays an important aspect when they can establish good social interactions and relationships and helps students find out a possible solution applying various levels of thinking, and thinking-reflectively.

There are two kinds of collaborative learning in which the clue is interaction. First, cognitive interaction traces a path to actively interact in the process of thinking, reasoning and analyzing, besides dealing with conflicts, solving problems and making decisions. It is recommended to apply these kinds of activities regularly, thus, students will foster this skill in a better way (Supena et al., 2021, p., 874). Second, the other kind of collaborative learning is related to the socioemotional interaction where students show their empathy, understand and feel the essence of collaboration each other; therefore, students demonstrate and develop affection, cognition, social and metacognition. However, to develop these skills teachers should domain the collaborative learning, strategies, practices and theories to implement it (Straub & Rummel, 2020, p.p 231). Additionally, teachers should domain controlling devising, consolidating and

reflecting on students' interactions. In this regard, students acquire positive interdependence, responsibility, and social skills through direct interaction, learning evaluation.

This process can be enhanced if teachers put into practice the 4C learning model or known as 4C competency which are regarding to develop critical thinking skills, creative thinking skills, communication skills, and collaboration skills which are essential competences to consider in this century as it is pointed out in (Supena et al., 2021, p., 874). All of these competences are closely associated with each other because students have interpreted, analyze, argued and provided logical explanations being creative and collaborating with their peers to solve the problems that are related to the learning process. Yet, several parts of the critical thinking skill are required to its development such as observation, analysis, reasoning, assessment, and decision making thus, they will get satisfying results.

Besides, the authors mentioned that it is necessary for students to have discussions and dialogues to empower the 4C learning model through lecturers to view the class as a learning community thus, learners can be part of active learning facts an active in practicing inquiry skill such as presenting explanations, descriptions, and predictions, controlling natural objects and events. To become a critical thinker learners should be curious asking relevant questions, assessing and verifying beliefs, assumptions and opinions based on the facts, Also, they should have the capacity to select valid solutions and understand logical arguments validating the statements and arguments after testing them (Sari & Prasetyo, 2021, p.p 442-256).

It should be stressed that the 4C learning model is a mix of constructivism and collaborative views which interact each other. It is a way to encourage creativity and critical thinking for the learners. Constructivism allows students build their own knowledge, materials, concepts and solve problems in a real life; meanwhile, collaborative views are linked on the

social practice and cooperation in groups where students participate empathically, have strong willingness helping their peers actively and with enthusiasm. In this context, learners can solve problems and consider relevant information when they focus on the learning process rather than the facts.

### **Critical Assessment**

In the last chapter I show you some activities to develop critical thinking with speaking problem-solving activities. In this context is also useful to know how to evaluate these activities. Once teachers have planned the activities to promote higher-order thinking, they have to double effort to search assessment rubrics to guarantee fair grades, validate the rubric thus, what is intended to be measured will be assessed. Additionally, we should take into account that there is not a correct response in case of thoughts and opinions. Hence, it becomes imperative to know exactly how the evaluation should be. In this context (Bissell & Lemons, 2006) proposed a new method to assess critical thinking inside classrooms.

Their methodology consisted in several steps. First of all, some critical thinking questions are required in which learners need to apply, analyze, and synthesize. Then, to validate and review the questions it is necessary to pilot them with some colleagues who must be experts in the subjects. Later on. The questions will be administered to students and score based on the rubric that has been shown to the learners in advance.

Additionally, the questions need to contain open-ended answers in which students must bring several concepts together to give answers. Consequently, the assessment will be devoted to evaluate the effectiveness of these problems to validate them when the student gets the correct and complete answer, or when the students' answers are drawn on the expected content. A grade is given through a rubric that clarifies the relationship between the content and the skill and

knowing and understanding the points will be given to the students in spite of not knowing contents. Because they would have to justify their choice following logical understanding. In this context, the authors concluded that this model has three advantages using this assessment model. First, the assessment demands content knowledge, second, the assessment is flexible which means that students can accommodate the unforeseen answers, and finally, it can be reliably scored and rapidly evaluated. On the other hand, when it is time to evaluate critical thinking skills, we might focus on the learning process rather than the facts. They could have a strong opinion to justify their answer.

Therefore, there are some minimal intellectual standards recommended by (Rowman & Littlefield, 2020, p.44, 45, 46) to evaluate critical thinking activities. These are clarity, precision, relevance, depth, breadth, logic, significance, accuracy, fairness. Thus, clarity is regarding of what the learner should understand what is being said, so students have to be clear enough to express their opinion. Also, the questions need to be accurate and adaptable in that they may be quickly changed to accommodate unexpected responses and weighted to favor either the positive or negative outcomes.

Being precise includes to describe in detail a situation to be understood and understand what the other person wants to say. In addition, the statement or question does not only have to be clear enough, accurate, and precise. Its relevance is also a clue to succeed, in this way, they can be well prepared to face the problem and issues when they logically organize their ideas or thoughts expressing fairly in order to justify given the evidence, their implications, and considering the different points of views, as well. All these universal standards for thinking are essential to develop critical thinking, and enable the assessment our reasoning.

## **Methodological Framework**

The purpose of this research is to analyze the impact on language acquisition after using Problem-solving Speaking activities to develop critical thinking in a second language (L2). The study involves students in senior high school with an English level B1 according to the Common European Framework in two intact classes in a high school in the North of Quito. One group will consist of 111 students and will be considered the experimental group, and the other group will be the control group.

This study aims to determine the implications and effects of problem-solving with Speaking activities to develop critical thinking. Thus, four tasks were compared to foster critical thinking skills in the L2 classes. Following this track, a descriptive action was carried out in this research with an explanatory mixed-method approach to analyze the results. Furthermore, the corpus data was collected during a mandatory virtual course in the speaking classes whose analysis was exploratory quantitative-interpretative.

### **Participants**

This study was conducted on six parallels in intact classes in a Public School in the North of Quito. They belonged to heterogeneous classes where there were 200 students, aged from 15 to 17. However, a signed consent act was necessary by one of their representatives to take on part of this research. Consequently, only thirty-nine students were allowed to participate in this research. They were grouped randomly in teams of four or five students to work with one of the four activities.

## **Instruments**

The students were asked to complete a test in Google Form, as a pretest to measure their metacognitive level according to Bloom's Taxonomy. This test consists in a multiple-choice questionnaire with four choices each. The questions were gotten from Critical Thinking Assessment Test bank which is well-known because of its reliability, validity and practicability as it mentioned in (Reynders et al., 2020, p. 3). First and foremost, the pre-test and its assessment were piloted with an intact class of some professionals in the master program to validate the questions and their application who provided me with some recommendations and feedback to consider. Then, the test was applied to the group of students that were part of the research. Additionally, the pre-test was divided in four parts to assessed four metacognitive levels. These were memorization, understanding, application, and analysis. Besides, they were modified according to our reality and context. Then, the analysis was done using the rubric in which a score of one was set if the student could answer accurately with the information, and zero in case the student could not answer or express their opinion.

Students were asked to have two virtual classes by the Zoom application which were taken after their regular classes. It should be highlighted that the instructions were given at the first class, and the second class was regarding their preparation to work in the random activities. Therefore, as it has already been mentioned the quantitative data were collected by using the rubric. It must be underlined that this rubric was designed by (Collins et al., 2007) and adapted for my reality using only four of rating criteria from seven that there are in the rubric. The selected rating criteria were: 1) summarized problem, question, or issue. 2) communicates own perspective, or position. 3) analyzes supporting data and evidence. 4) communicates effectively. Additionally, this rubric contains three rating scales, which were: 1) Emerging, 2) Developing,

and 3) Mastering in order to measure the students' formal reasoning. In this way, the findings helped support the validity of the Critical Thinking Assessment Test (CAT).

After that, a survey using Google Form, to find out the participants' perception on these kinds of tasks, was applied as a post test. This Google Form had four sections categorized with the following aspects: the first one was regarding the taken activity information. The second section was related to their perception before doing the task; meanwhile, the third section was related to how their perception was during the task. Finally, students' perceptions after doing the tasks were considered. Besides, through observation technique, students' performance applying activities were described. Furthermore, the ANOVA application was used to obtain the results about the metacognitive level students have reached, and their effects succeeding the Speaking problem-solving activities.

### **Procedure**

Before beginning the project, the students' representatives were asked to sign the consent act letter to participate in this research, this document was posted in the school platform, where parents could download it from in a pdf format. Once, the parents' approvals were collected a pretest was taken to evaluate the students' metacognitive level according to the Bloom's taxonomy through a multiple-question test using Google Form. Its results were analyze using a matrix done by myself where there were two scores. One if the answer was accurately answer and zero in case of the students could not answer. The results were taken in percentages to be analyzed later on. Secondly, the classes were divided in groups of four or five students. Then, they were asked to work in one of the tasks as a homework recording themselves using Flipgrid. After that, a survey was applied to measure the student's perception on the activities through a google form and measure through a checklist.

Different techniques were used to collect data and make triangulation. The quantitative data was collected, followed by qualitative data collection. The scores are regarding the descriptive parameters and criteria. It is important to stress that this information was gathered through pretest and post-test. On the other hand, this research was objectively centered in a group discussion. Additionally, the students were asked to record their speech using the Flipgrid and Nearpod applications in one minute. The audio files were scored on a scale of ten marks. Finally, qualitative data was gathered through observation to examine the four Problem-Solving Speaking activities provided while developing Critical thinking skills. The tasks to be used in this research were questioning, role-play, task-based activity, and problem-solving activity. These activities were chosen because of the positive results in the research conducted by (Svoboda, 2009) where she demonstrated relevant outcomes from other activities.

In this context, in the first activity the students were asked to imagine to be part of a social experiment. Each group was taken to the middle of the jungle. They would have to survive there for a month without contacting with others. In the jungle there were: wild animals, a river, banana trees. Additionally, the climate was humid, and it rained every day. In groups of four students made a list of 10 things they should have to think what they would need to survive. They would have to decide the order of importance, and the possible problems that could be solved with the selected items. Finally, they would present their lists to the class explaining their decisions. They should record it in a two-minute video using Flipgrid application.

On the other hand, in the task-based activity students were asked to imagine they were going to a familiar reunion on next vacation because of their grandparents' anniversary. They should have discussed about what they need in their plan for the party for 3 minutes including

the following: Time/date of the party, location, budget, and so on. After that, they should mention their conclusions to celebrate their grandparents' anniversary.

Additionally, another group of students had to imagine that they were a student who had a trouble childhood, but their friends wanted to give him/her support. So, they should discuss together about how they might help to improve their grades at school to diminish their problems at home. This audio-video should be recorded in two minutes. Finally, another group of students worked in the questioning task in which students were asked to describe a member of their family who they get on well with. This audio-video should be recorded in two minutes. Besides, they should mention who that person was, what relationship they had with that person, describing what their relationship was like.

## Results

### Pre-Test

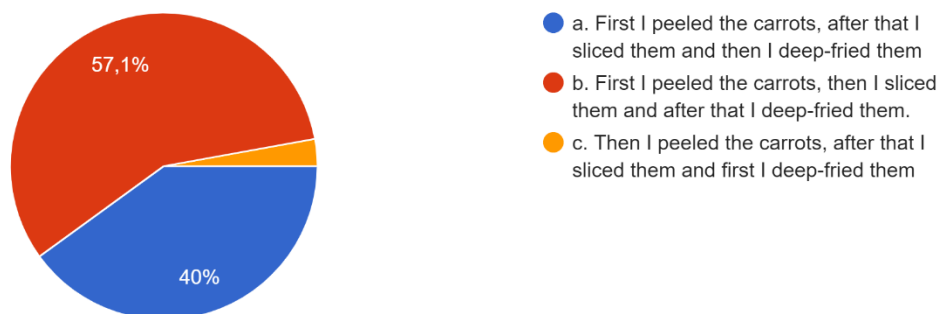
For the pre-test four steps for metacognition according to the Bloom's taxonomy were taken through the Google Form application, and the following results were gotten.

### Remember metacognition

Graph 1

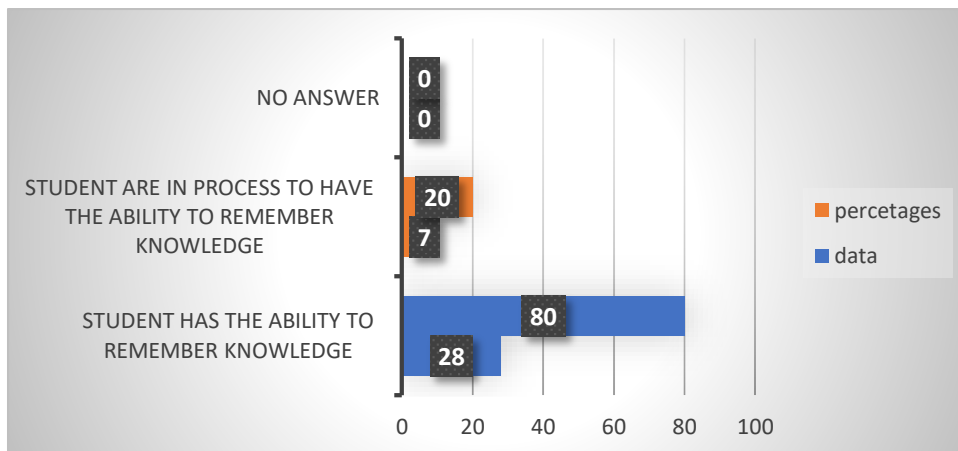
Identify and choose the correct option

35 respuestas



As can be seen in the first graph, 57,1% of students could recognize the correct answer of the Remembering metacognition question which purpose was selected the order of sequences accurately remembering what was learned previously such as facts, word order, data, concepts and so on. Thus, students should demonstrate their retention and application of previous knowledge. However, the 40% chose an incorrect word order.

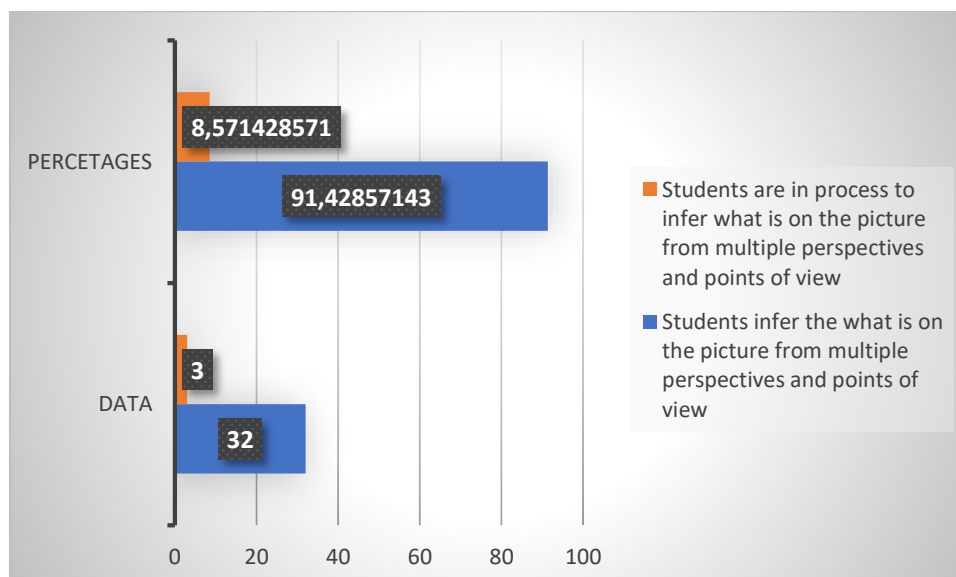
Graph 2



As is shown in graph 2 the 80 % of students had the ability to remember specific, and in detail events whose purpose was self-control of one's own memory, planning, and organizing knowledge experiences to describe their first friend in school, anecdotes, and time to get know each other. Meanwhile, the 20% of students' responses were not regarding to the topic or were not answered.

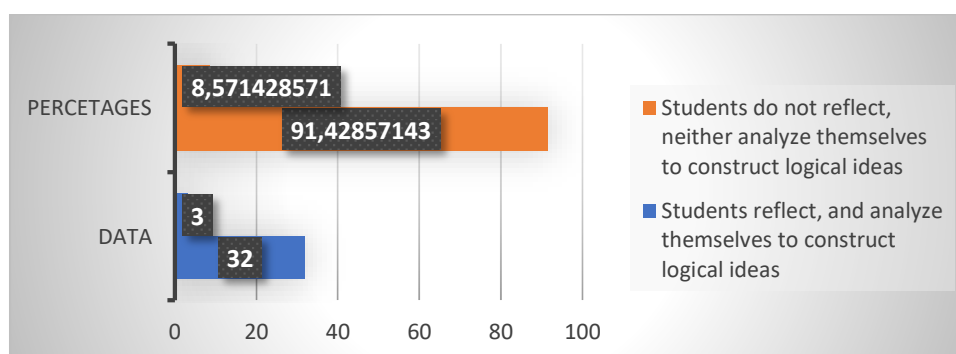
### Understanding metacognition

Graph 3



As is presented in graph 3, 74% students demonstrated the ability to infer the information what is on the picture from multiple perspectives and points of view whose purpose was to enable learners to be flexible, self-organized their knowledge, regulate their own learning, and making sense out of information when they had to infer and describe what there was in the picture using the previous given information. On the other hand, the 8,57% do not show inferences in which students could express multiple perspectives and their points of view.

Graph 4

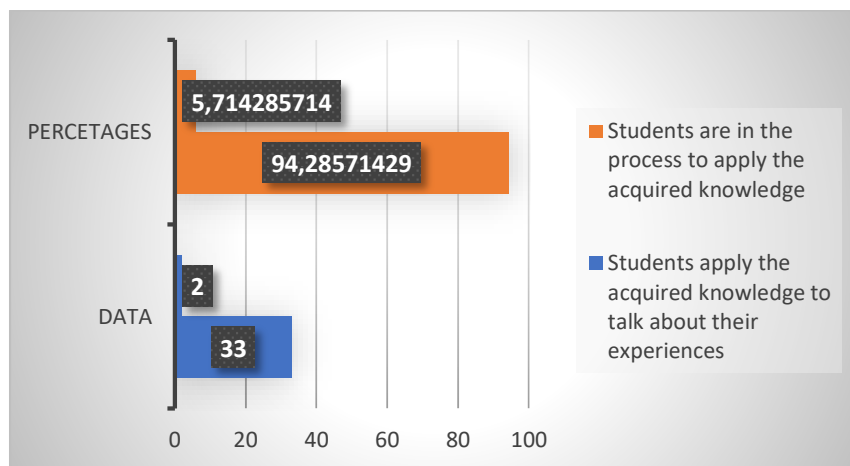


As it is seen in the graph 4, 74% Students showed their reflection and analysis capacity to construct logical ideas describing activities done since schools were placed on a lockdown.

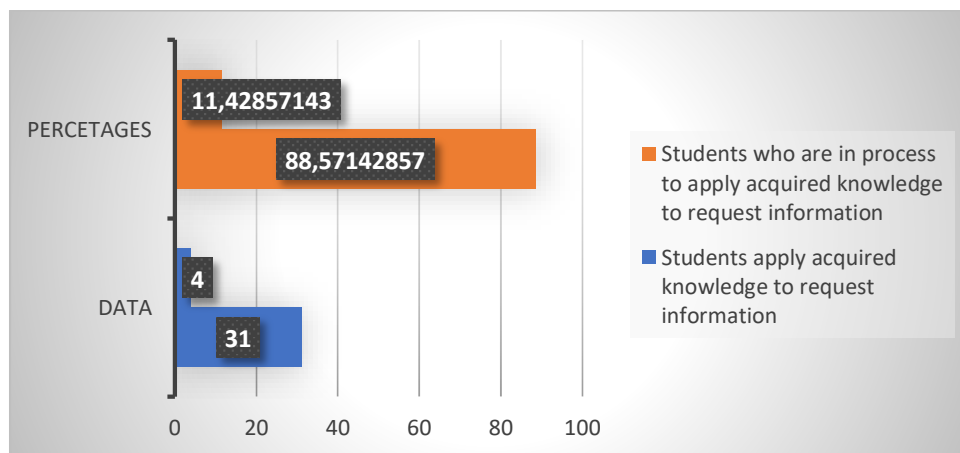
Meanwhile the 8,57 % of students did not answer or their responses were not according to the question.

### Apply metacognition

Graph 5



Graph 6

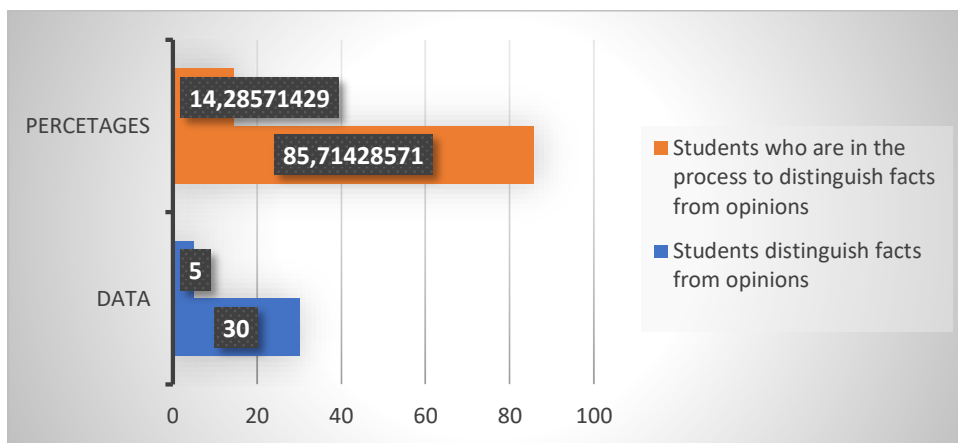


As it shown in graph 5, the 94,29 % and the 88,57 in graph 6, students could apply acquired knowledge to talk about their experiences accurately and interview someone else whose

purpose was to use information in a new situation. Thus, students used the words given in the text to talk about their own experiences and make questions to obtain some information.

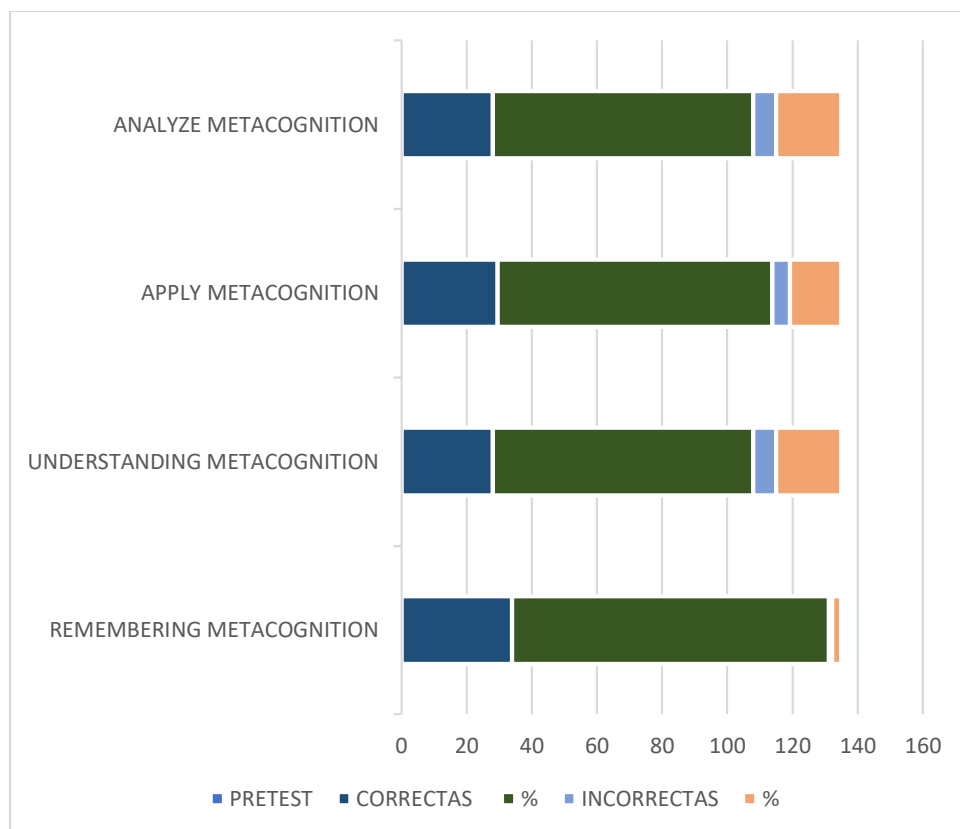
### Analyze Metacognition

Graph 7



As it is seen in the graph 7, the 85,71% of students could clearly and consistently express their comments and opinions about the features to become a successful person whose purpose was to distinguish facts from opinions, and the 30% of students did not response appropriately.

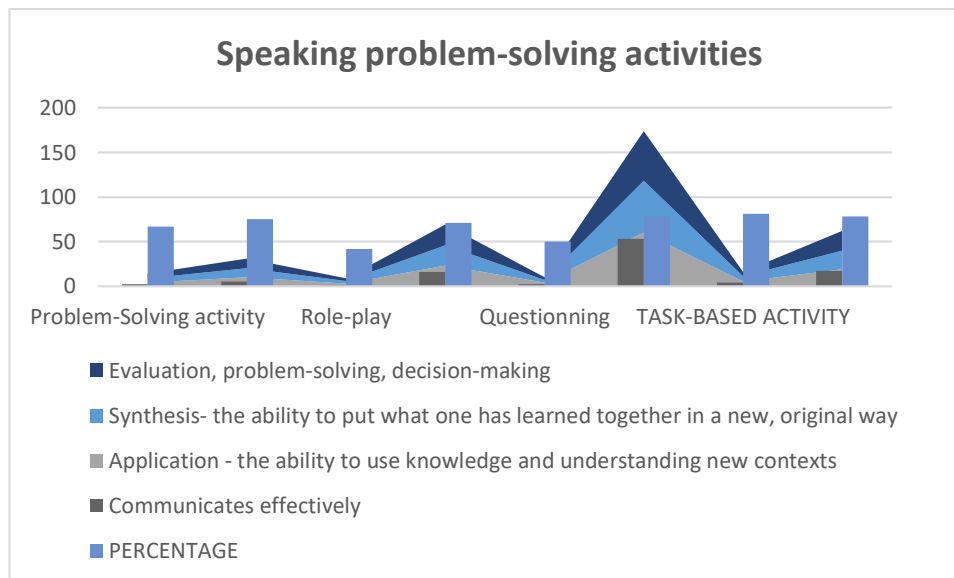
Graph 8



As it is shown in the graph 8, the 97,14% of students could succeed in the remembering metacognition representing the higher percentage. In the second position the apply metacognition is with 84,29%. Students got 80% in both understanding and analyze metacognition.

## Speaking problem-solving activities

**Graph 9**

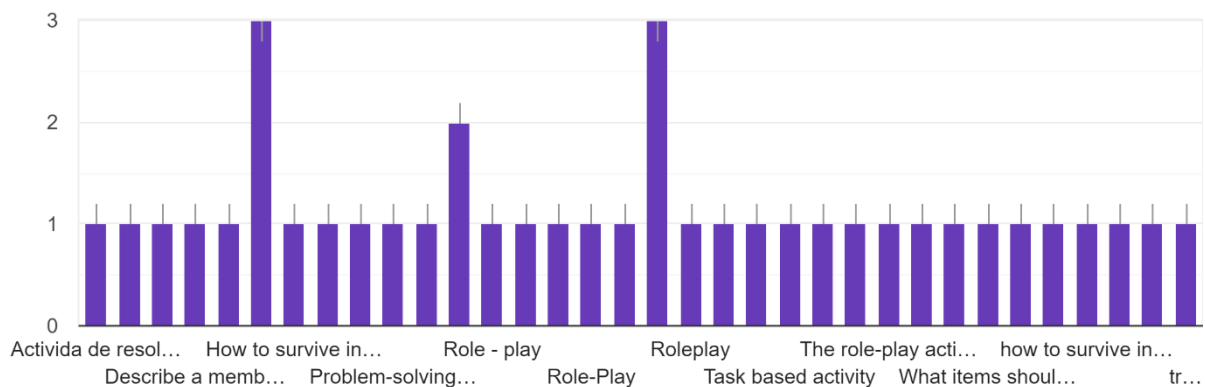


After recording the four activities using Flipgrid application the following results were gotten. Where the rating Criteria were regarding Application. Students should have demonstrated the ability to use knowledge and understanding new context. Evaluate problem-solving and decision-making, Synthesis used to demonstrate the ability to put that one has learned together in a new and original way. Finally, effectively communication where errors were considered. As can be seen the 78,82% is the questioning activity whose purpose was answer questions related to their family. The task-based activity has the 78,13% of succeed in their responses. The 75% was the problem-solving activity and the 70,83% disaggregated in the following findings.

## POST-TEST

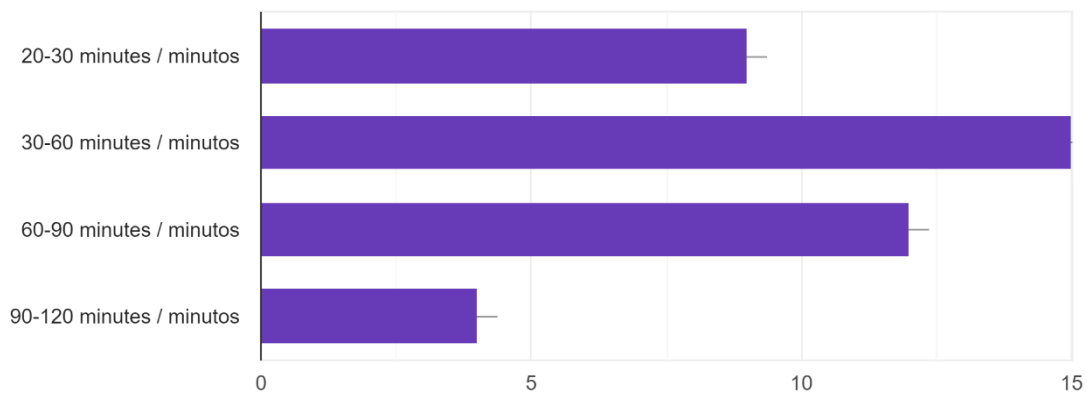
Write the name activity you recorded. / Escriba el nombre de la actividad que grabó.

39 respuestas



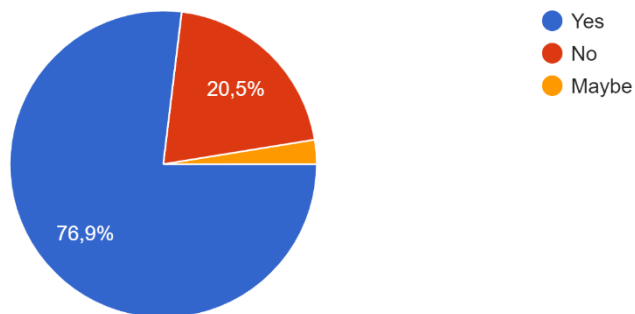
How long did you need to prepare your activity? ¿Cuánto tiempo necesito para preparar su actividad?

39 respuestas



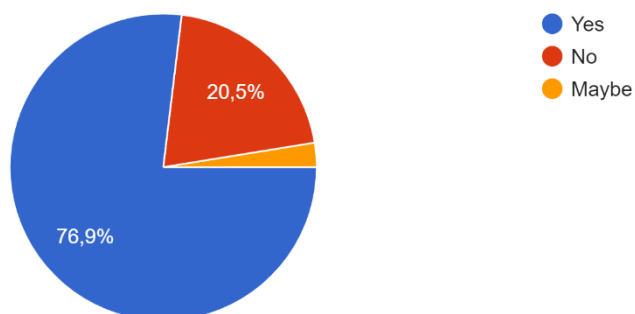
Did you need you organize with your peers?/¿Necesito organizarse con su compañero/a?

39 respuestas



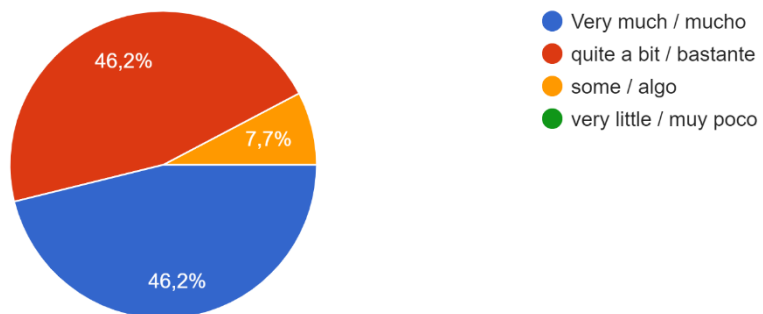
Did you need you organize with your peers?/¿Necesito organizarse con su compañero/a?

39 respuestas



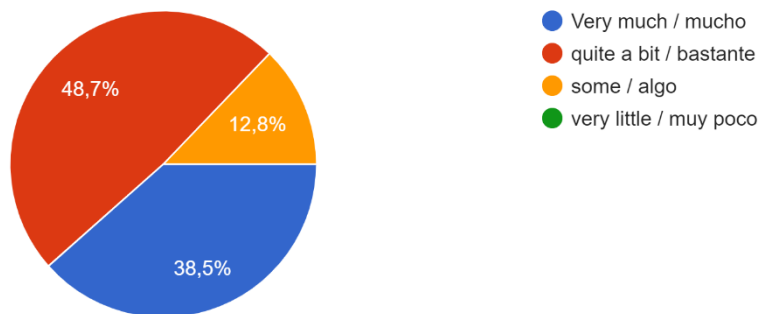
Did the activity allow you to use your creativity? / ¿La actividad le permitio usar su creatividad?

39 respuestas



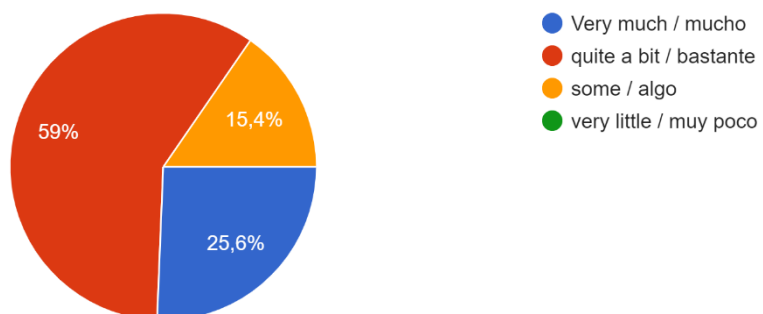
Did the activity allow you analyze the topic? / ¿La actividad le permitió analizar el tema?

39 respuestas



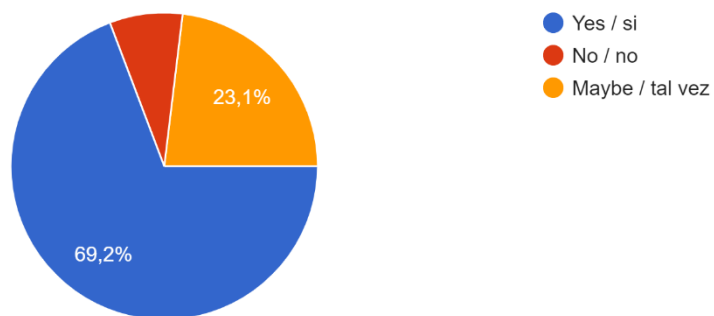
Did the activity allow you synthesize and organize your ideas into new or more complex interpretations? / ¿La actividad le permitió sintetizar... ideas en interpretaciones nuevas o más complejas?

39 respuestas



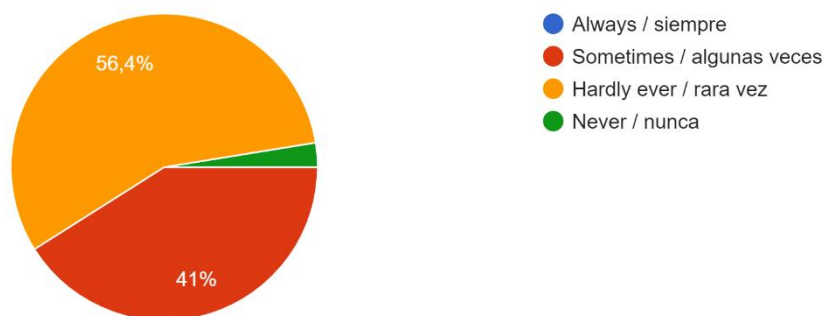
Did the activity allow you to speak critically? / La actividad le permitió hablar críticamente?

39 respuestas



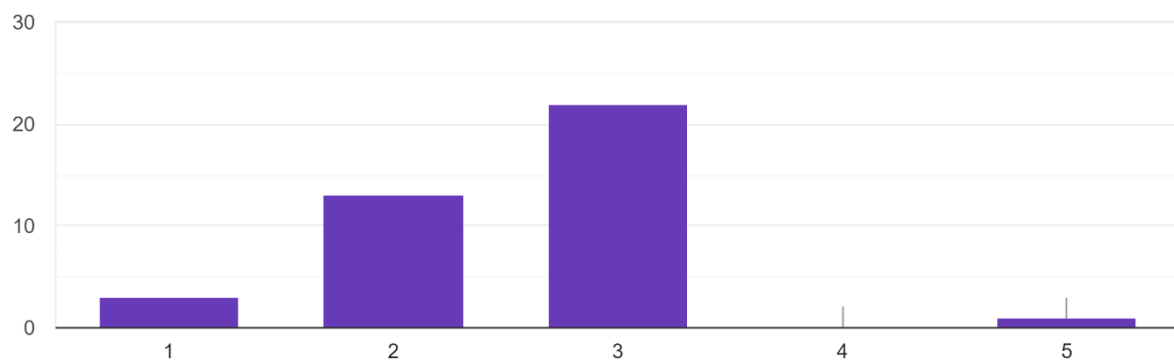
How often do you do this type of activities? / ¿Cuán frecuente realiza está actividad?

39 respuestas



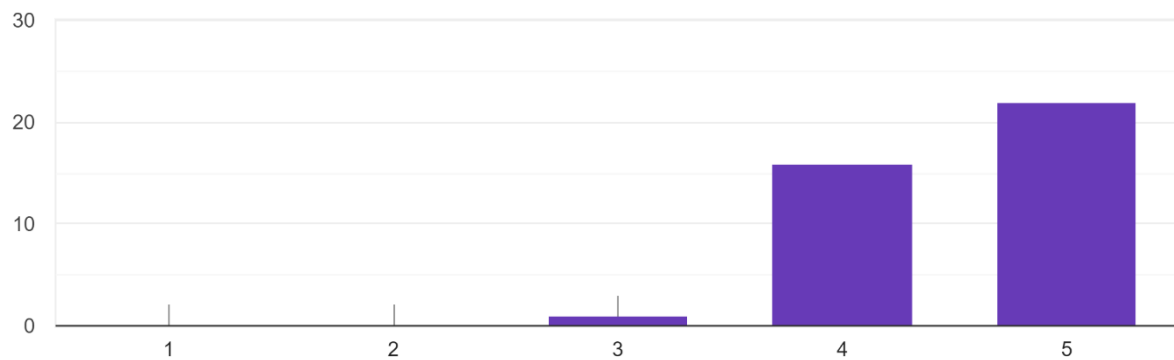
How difficult did you consider your activity was? / ¿Cuán difícil considero que fue esta actividad

39 respuestas



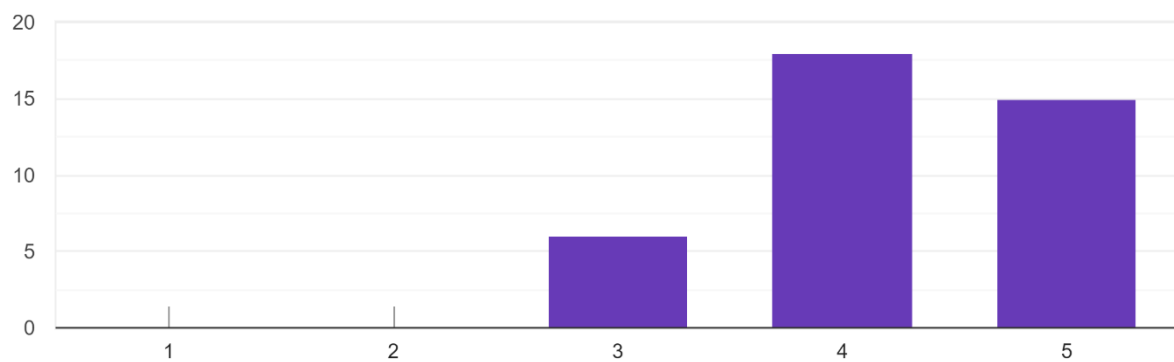
Overall, how would you evaluate the activity? / En general, como evaluaría esta actividad

39 respuestas



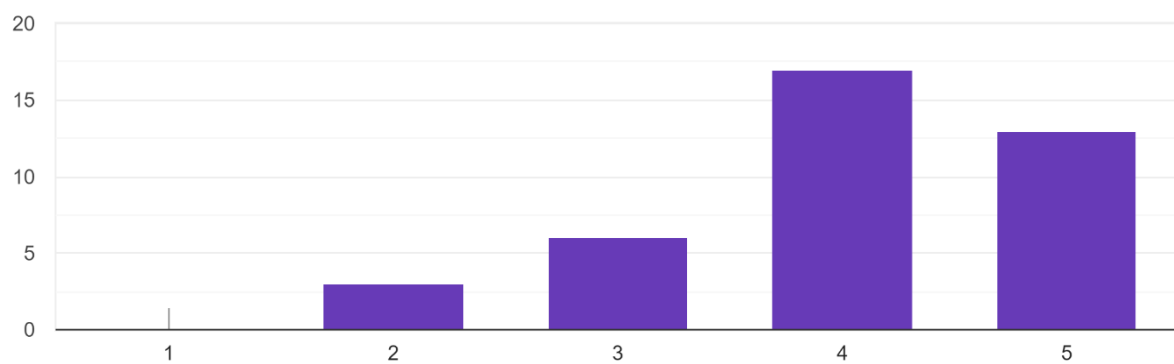
Did you enjoy answering the task? / ¿Disfrutó responder esta actividad?

39 respuestas



Did you feel motivated to speak during the task? / ¿Se sintió motivada para hablar durante la actividad?

39 respuestas



## **Analysis of the Results**

Most of the students could succeed doing the pretest that was regarding remembering, understanding, apply and analysis metacognitive activities; however, the 89% of them could remember and describe in detail their first friend. (In short, I can mention that when the information is regarding their personal experiences, becomes easier to remember than doing the activity by heart.)

There are some advantages using role-plays in our classrooms, for instance it provides clearly opportunities to implement active activities where students can express their own experiences and long lasting impression in their memories as stated by (Adzim, 2020, p. 77) and in the same track critical thinking is developed, as well. Also, the author mentioned that the role-play task is able to incentive motivation, activeness, creativity and critical attitudes on students in learning activities. As a result, students were able to express their opinions and refute statements when they could take their own decisions and express themselves. In short, role-plays allow students provide their arguments in a humanistic and person-centered approach whose success depends on deciding appropriately the situations that may develop critically thinking and face real situations.

Critical thinking is self-disciplined thinking that enables the learners to think and reason in the most appropriate way (Boger, 2019, p.p 184-186). The role of a teacher is to create an atmosphere where the learners can gain more knowledge that may assist in improving their critical thinking skills. One of the ways the learners can show and prove their abilities to make the right decisions is based on their understanding of the situation they are presented with. For this reason, the learners must be given a healthy environment where some of their troubles are well-addressed. The collected data was analyzed after presenting the research questions to the

selected learners and subjecting them to a challenging situation. Using the proper data analysis tool had an influential contribution to accomplishing the intended objective.

Students have unique ways of remembering some of the teachings that require them to make appropriate decisions (Itmeizeh & Hassan, 2020, p.p 8864-8880). After presenting the students with a metacognition question to assess how they can remember the order. A large percentage of 57.1% of the learners peeled the carrots, sliced them, and later deep-fried them. In the other group, 40% of the participants mentioned that they peeled the carrots and then sliced them and deep-fried them. The last group responded by starting with another approach to peeling, slicing, and deep-frying the carrots. This is one of the ways the learners indicated their abilities to retain and apply the previously gained knowledge.

The ability of the students to remember the specific ways that the events occurred was also evaluated. The learners explained their multiple views after being presented with pictures they needed to evaluate from various perspectives. A large percentage of the students inferred what was available in the picture from multiple points of view and perspectives. On the other hand, a relatively low number of students did not conclude what was in the picture. Students need to understand the best ways they can construct ideas that are meaningful and full of logic. With a positive exposure to the various areas that required the students to use their experience in making decisions, it is worth noting that accuracy was well attained.

How each student viewed and understood problem-solving was impactful in changing their attitude towards the issues it addresses. Speaking problem-solving activities was a strategy that was meant to assist the learners in developing decision-making skills. The perception of the learners towards communication with other children and how it would affect their abilities to make the right choices. Effective communication was among the tools that enabled the students

to address the errors they were experiencing and also engage one another in making the right choices that would bring an improvement—asking the students about their families and the effect of families on their day-to-day lives allowed for the creation of an effective solution to the kind of challenges that are likely to affect their decision-making.

Further, an assessment of the family background and the factors to improve one's connection to the family members played an important role in indicating their abilities to apply critical thinking. Evaluating a problem is the foundation of creating a problem-solving approach and the most effective solution. Most students will need this so that they can effectively communicate.

Understanding the relationship between speaking and problem-solving skills played an essential role in the creation of a better solution to the areas that require one to use critical thinking skills. Through the definition that one gave, they indicated how they view what they are presented with and what they associated with the creation of better ways to share different ideas with those around them. Therefore, despite the complication of some of the situations, effective sharing of information played an important role in uniting the learners. The most influential way to create a better way that integrates critical thinking and allows the students to view everything positively is known to increase their metacognitive development. Concerning the language and connection that most learners may develop towards a new language, it is worth noting that creativity and critical thinking allow the learners to form a stable connection to the various aspects of the new language. Using most of the aspects of the primary language, learners have a chance to form a background for creativity and make some decisions that may assist them in understanding the new language. Most of the students succeeded in remembering metacognition, which indicates the effectiveness of some of the initiatives meant to enhance how they

understood the school settings and the best ways to use their knowledge in making the right decisions. Further, from the findings, it is evident that the learners who know how to express themselves have a better chance of relating well with other people.

A positive relationship between learners with different backgrounds plays an essential role in enhancing their view of some of the things they need to do to gain more knowledge for facilitating their application of basic knowledge in making the right choices (Sperry, Sperry & Miller, 2019). Concerning the collected data, students took enough time to organize with their peers and relate well with them. How each student associated with their peers played an essential role in addressing the areas that each learner perceived as relatively challenging to handle as an individual. This connection was responsible for expanding the learners' ideas, who took more time to learn about one another and the various communication features. As a result, positive communication was highly attained. Although some of the students did not connect the problem-solving communication activity as a way to improve their communication, it is worth noting that their ability to speak critically improved.

Additionally, the findings from this research reveal some of the benefits of ensuring that the activities are conducted frequently. Having learned and experienced the necessity and importance of positive communication enabled the learners to embrace it. This was one of the ways that the motivation of the learners was highly improved. Many participants concluded that they did the practice regularly and highly enjoyed every bit of the interaction with colleagues. This is one of the ways that their motivation was improved. Through this, the individual experience of the learners who participated in the activities that brought them together played an essential role in creating a positive change.

## **Proposal**

### **Developing a Critical Thinking in Speaking Problem Solving Activities**

#### **Introduction**

Critical thinking skills are essential for success and positive relationships with other people. Several approaches are worth implementing to develop and improve learners' critical thinking. The selection of any system is based on the skills of the learners and their exposure to any process. The use of problem-solving speaking activities provides a better way for one to get familiar with some of the instances that may require a better way to address these issues (Stenberg et al., 2021). Through the knowledge and attitude that one may develop towards a specific situation, it is worth noting that their ability to maneuver through it can improve. Motivation plays a vital role in enhancing one's creativity and critical thinking. Critical thinking relates to decision-making and how some problems are likely to arise. A successful problem-solving initiative depends on similar approaches in reviewing and identifying the right solution to address some of the difficulties experienced in day-to-day lives.

Creativity is essential in decision-making and solving some of the problems affecting the learners (Verawati et al., 2019). Concerning critical thinking and how it is enhanced by the engagement in the various problem-solving skills, it is worth noting that they are equipped with the abilities to deal effectively with social, practical, and scientific issues that may affect their ways. In other words, one may argue that a learner with the ability to effectively speak problem-solving activities and freely engage with other learners with different needs assists them in engaging critical thinking skills and relying on them in addressing some of the complex situations they may be experiencing. Language acquisition is one of the problematic situations most learners face learning a different language. Most learners experience significant challenges

that are likely to affect their chances of accomplishing the main objective. However, due to the problem-solving speaking activities, developing deeper critical thinking relating to the second language is likely to improve. The knowledge that may seem relatively complicated for one to apply in their studies can notably grow through the acquired critical thinking. For the learners learning an international language, relating with other learners and their environment equips them with the skills and resources necessary to express their ideas and opinions and apply basic knowledge to make some critical milestones.

Although one may view problem-solving speaking based on other benefits it may offer to the learners, it is considered one of the impactful initiatives that can improve learners' critical thinking. In the completion of this research, specific groups with unique needs will be directly involved and allowed to showcase their understanding of the problems they go through. This research involves an assessment of the various effects of problem-solving speaking activities in the attempt of the learners to develop critical thinking in their quest for learning a second language. Through critical thinking, one can rely on their understanding of a specific topic and therefore develop more knowledge that may assist them in making appropriate decisions that may benefit them in their respective field of study. Most B1 English learners experience some problems in their communication and sharing of unique ideas with their colleagues. This is one of the issues that affect their abilities to get assistance in managing the social and psychological issues they experience. As a way to assist the learners to develop a better way to encourage their success in their studies, it is imperative to design a unique way that allows them to share ideas and feel appreciated by their colleagues. In Ecuador, the process of learning English has not been taken positively because of the low score recorded. The English score in Ecuador is 49.42/100, an indication of the low level of English in the nation. For this reason, the implementation of

unique ways of teaching English by embracing the problem-solving speaking activities may play an essential role in reducing the severity of the current situation by encouraging more learners positively obtain productive skills that may benefit them. This research will provide information that will be useful in explaining some of the ways the learners can express their opinions and effectively solve some of the problems they are likely to experience when learning a new language.

This study aims to gather information using the locally available resources to understand the influence of applying problem-solving speaking activities in developing adequate critical thinking skills among the learners. This research is based on the fact that problem-solving activities expose second language learners to different ways of thinking, evaluations, comparisons, and synthesizing the available information. This is an imperative way to encourage the learners to use the available information and engage in activities that may allow them to view everything from a different perspective. Through this research, the collected data will assist in predicting some of the ways that can help one encourage the second language learners to make better decisions that directly involve critical thinking and critically assessing the item in question.

### **Justification**

This research is based on the need to improve critical thinking among learners. As the learners experience different approaches to problem-solving and the importance of critically evaluating a specific issue, their ability to use unique methods to make a positive change in their learning outcome improves. Critical thinking among learners occurs when they assess, interpret, and synthesize any form of information and apply creative thought in argument formation. In modern-day classroom settings, the involvement of learners in different areas that directly affect them has helped them acquire problem-solving skills (Persky, Medina & Castleberry, 2019). Although there are many ways to view problem-solving and its effects on second-language learners, its impact on improving creativity is one of the most impactful outcomes. To develop critical thinking, creating better ways that allow the learners to feel engaged and always feel free to express themselves whenever necessary has played an essential role in improving the likelihood of success in completing the National Curriculum.

This research seeks to explore somehow learners can be assisted in showing their ability and understanding of a specific topic. The study is essential because the learners with different needs and knowledge of a given topic that directly affects them can get to change their perspectives towards some of the matters that affect them and their understanding of specific topics. Critical thinking is one of the essential requirements of the learning process. It is an imperative consideration that assists the learners in reflecting and understanding their perspectives on a given area. Therefore, the research is essential as improving the likelihood of making the right and most impactful decision directly affects one's outcome can be explored. The exploration of ways to improve critical thinking skills through the involvement of problem-

solving communication further assists the learners in quickly figuring out how to rely on personal understanding and observation.

The completion of this research will seek to answer unique questions such as the effects of speaking problem-solving activities on improvement critical thinking skills. Another question that will be answered by this research relates to the effects of the problem-solving activities on the speaking skills of the learners. Lastly, a question regarding Bloom's taxonomy level and the benefits for the students will be addressed through this research.

According to many, second language acquisition can pose a significant challenge to the learners if the second language is unrelated to the primary language. Without proper ways to reflect on the primary language, some learners may find it hard to succeed in the acquisition process. The impact of motivation, aptitude, intelligence, and personality is experienced based on the outcome of second language acquisition among the learners. This research seeks to explain how integrating these factors can enable the learners to employ creativity in enhancing their ability to learn and communicate a second language. Therefore, this research will play an essential role in gathering findings that will offer an excellent opportunity to reflect on the impact of their tasks through the problem-solving activity. By implementing an activity that allows the learners to use their critical thinking and speaking abilities, their skills will notably improve to assist them in their respective areas of study.

## Description

Among the learners, critical thinking is an essential requirement that assists them in accomplishing some of the primary objectives; critical thinking is a way of thinking in which learners can effectively assess a situation and reason in the most meaningful way that may improve the quality of the outcome. In the learning environment, the role of the teachers is to create a healthy environment that boosts the learner's ability to use the surrounding environment to make a positive change (Halim et al., 2018). In the local learning institutions, the collaboration between teachers and learners plays an essential role in improving their critical thinking skills. One of the ways that this collaboration assists the learners is by enhancing the likelihood of understanding the issues that directly affect them in their quest to learn another language. In the classroom settings, how learners perceive success and failure may determine their attitude towards the practices of teaching used in providing specific knowledge. As a teacher, it is essential to implement a design that empowers the learner's creativity by offering open questions that have no particular answer. This is one way that acknowledges their opinions and allows them to brainstorm in search of a possible answer that may reflect the open questions. This way, the learners can apply logic in their reasoning and view everything they are introduced to.

Challenging a learner using a problem they can solve puts them in a position to go beyond the presented information (Hussin, Harun & Shukkor, 2018). Rather than relying only on what is available to them, the learners in a challenging position can practice their thinking and evaluate the possibility of a particular occurrence and how it may impact the overall outcome. Questions that put one in a difficult place are impactful in developing critical thinking. This is because the learners can quickly feel encouraged to get new knowledge based on participation and directly engage in everything that may influence their thinking. Activating the learners'

involvement can be improved when questioning is considered one of the main ways of engaging the learner. When designing questions to engage the learners and improve their abilities to make choices that may directly impact them, the teacher's knowledge and skills are needed. Teachers' skills are based on their abilities to understand the children's needs and skills and the best approach to engage them in a way that does not make their learning process challenging. The necessity to teach learners critical thinking skills improves as their relationship with the members of society gets vital. Through the interaction between the learners with different needs and the community members, the learners can learn more problem-solving skills that may enable them to realize specific principles that may benefit them.

Discussions and dialogues among the students empower the ability of the learners to control the situations they go through (Schieble, Vetter & Martin, 2020). Asking relevant questions and understanding some of the assumptions and beliefs are areas that avail the needed knowledge in solving the problems and focusing on the fundamental steps that may assist one in critically helping a situation.

Critical thinking among the learners is associated with high-order thinking. They can focus on the various details of a specific issue and decide on the best ways to view and respond to it. For one to encourage and assess the level of critical thinking among the children in a classroom setting, encouraging them to change their perception towards getting any question right or wrong is imperative. It is important to note that there is no specific way of responding to and approving the opinions of the learners. Therefore, giving the learners a chance to interact and ask those specific questions that put their knowledge to the test allows them to get out of their comfort zones. In most cases, teachers grade the children based on the connection between their understanding of the presented content and their creativity in assessing the requirements and

responding to them. In critical thinking, assessing the logic behind the reasoning of the learners and the response they may give when responding to a specific question is always imperative for improved accuracy and clarity.

In this research, having the right participants and engaging them with the most appropriate topic will play an important role in exploring the relationship between problem-solving with speaking activities and critical thinking. To complete this research, the use of four tasks will be considered to promote critical thinking among the learners through the use of the second language. In the analysis of results and the changes associated with the integration of problem-solving speaking in the development of critical thinking, the use of a descriptive action that incorporates a mixed-method approach will be followed. With the right steps being followed in this research, the information given by the participants from heterogeneous public schools in the North of Quito will be addressed.

Most learners have problems that relate to the relationship they may have with their teachers. Therefore, understanding the magnitude of some of the challenges they encounter may play an essential role in the creation of better ways to manage some of the arising issues. Teaching the learners using problem-solving activities improves the speaking skills of the EFL learners by changing and improving their creativity levels.

Different learners can express their understanding and mastery of a foreign language differently. As the world gets more competitive, the creation of better ways that allow the learners to reflect on the specific situation and apply the best approach to solving all the presented problems is necessary. Questioning is an imperative stage in the development of critical thinking. Some problem-solving activities, role-playing, and collaboration have proven their effectiveness in improving the nature and quality of the outcome. Also, proper assessment

of the situation through thorough questioning gives an in-depth understanding of all the necessary knowledge that may elevate critical thinking levels.

### **Methods**

This project is informed by the desire to determine the best interventions to foster language acquisition from a critical thinking dimension (Stefanova, Bobkina & Sánchez-Verdejo Pérez, 2017). The motivation behind completing this study is based on the current issues affecting students acquiring second languages. It is hypothesized that problem-solving activities are essential resources for students learning new skills, especially a language. Also, these activities provide the ideal platform for informing the students' skills considering Bloom's taxonomy placement. The success of the proposed study will be influenced by the capacity to select the ideal methods. The proposed study will be completed using a mixed-methods approach (Guetterman & Fetters, 2018). This approach will comprise multiple qualitative and quantitative methods, which will be used to facilitate data collection. Since the primary focus of the proposed study is to determine the effects of using problem-solving with speaking activities in developing critical thinking capacities, it is essential to select the ideal participants. They will provide the required insights about the topic and its significance on the wider societal levels (Supena, Darmuki & Hariyadi, 2021). The first part will allow the research to gather evidence about the topic considering a descriptive framework. This framework will create a foundation for defining the research problem and analyzing the evidence gathered from the past literature. The mixed-methods approach was informed by the desire to collect essential and diversified information about the topic from a qualitative and quantitative dimension (Hong, Gonzalez-Reyes & Plume, 2018). One of the benefits of this approach is easy data collection and presentation. The mixed-

methods framework provides a reliable foundation that gathers evidence from different dimensions while enhancing high-level evaluation of the results to inform decisions concerning the underlying topics (Guetterman & Fetters, 2018). One of the issues that have been corrected through this approach is the capacity to document valid information about the topic in the context.

On the same note, the study will focus on an experimental design that will enhance data collection from primary sources. The proposed research will be executed through a social experiment that will enroll the audience through random selection, as discussed in the following sections (Artuğer & Özkaynak, 2022). Nature informs the choice of an experimental data design required to support the topic in the context. The research is focused on collecting evidence about the role of problem-solving speaking activities in informing learners about critical thinking skills acquisition. These skills are essential because they expand the approaches used and followed in maintaining the intended performance trends within the wider community. One of the benefits of using the experimental design approach to the study is that first-hand information will be gathered. This statement implies that the study will collect information from primary sources. Primary information is vital in research because it informs the decisions made concerning the underlying issues depending on the nature of the underlying populations. On the same note, the experimental design will notify the researcher of determining the causal relationship between the initially selected variables. The proposed studies hypothesized that engaging in problem-solving activities in speaking plays a critical role in developing necessary thinking skills among students learning a new language (Villací, & Hidalgo Camacho, 2019). This hypothesis will be tested using the experimental design to observe the behavior of the study and control groups. Also, since the approach involves determining the effects of a given treatment, it occurs within a

controlled environment. This approach is essential because it reduces the impact of internal and external interferences, which may undermine the validity and credibility of the provided research. The other advantage is that the results obtained from the study can be replicated in other areas. This statement is based on the idea that the collected evidence and the procedures followed can be used in informing different decisions. In this design, the participants, as will be described below, were strategically selected and subjected to an initial assessment to determine their alignment with Bloom's Taxonomy. The selected design is best aligned with the research project and goals based on the capacity to enhance effective alignment with the joint research goals, which reflect the desire to determine the effectiveness of speaking problem-solving activities in improving the critical thinking capacity of students learning a new language.

### **Target Audience**

The proposed study targets young scholars from the public schools in North Quito. This target audience is selected because it is the foundation for understanding the relationship between critical thinking skills acquisition when learning a new language and the role of speaking problem-solving strategies. Also, this population is selected because of the overall sensitivity when undertaking the assigned duties and tasks according to the prevailing trends within the learning environment, especially when studying a new language. The study will enroll 200 students assigned to two groups: the experimental and control. The participants were aged 15 to 17 in the pre-immediate CEFR level. This population presents virtual platforms for researching the variables mentioned above by examining the literature outcomes and the experimental behavioral trends during the treatment.

## **Objectives**

The primary objective of the proposed study is to determine the effects of adopting speaking problem-solving activities on the skills gained by students from a critical thinking dimension. This objective will create a foundation for understanding the factors which may influence students learning outcomes focusing on essential skills of thinking acquisition for students learning about a new language. This study will compare critical thinking skills acquisition and the speaking problem-solving tasks, providing essential recommendations for clinical stakeholders to guarantee better returns from a psychological dimension. The specific objectives which will define the project are:

1. To determine the relationship between speaking problem-solving activities and the acquisition of critical thinking skills.
2. To define students' overall perceptions towards developing critical thinking skills through problem-solving initiatives that focus more on problem-solving frameworks.
3. To associate the metacognitive developments recorded by students after being subjected to critical thinking speaking tasks.

## **Procedures**

The research will focus on gathering information from the students using a mixed-methods dimension. The data will be collected in three primary phases. The first phase will be before the investigation to establish a baseline. The second phase was during the intervention, where the students were subjected to a classroom-based treatment and observations made. The third stage will be after the treatment to establish the effects of the interventions. Each participant will first be informed about the research outlining the expectations and goals which define the

topic. This step is essential since it will ensure that the participants are well informed about the research process and the expectations that will likely be encountered.

Similarly, this stage will uphold ethics in research since the participants will be based on a voluntary framework. The researcher will then provide consent forms to the participants. The participants will be required to read and understand the content and terms of the research process. Successful candidates will be enrolled after accepting the terms and conditions of the research. After enrolment, the participant will be oriented into the research process. Before starting the treatment and intervention, the subjects will be randomly assigned to the experimental and control groups (Artuğer & Özkaynak, 2022). Using random selection ensures that the students are given equal chances of involvement in the research. Also, this method enforces fairness which is essential in promoting the validity of the resulting outcomes and research goals.

The first step will be to subject the students to a pretest based on Bloom's taxonomy. This test will establish the baseline for the underlying research process to determine the current levels of critical thinking that the selected students exhibit. After completing the initial stage and test, the participants in the experimental group will be subjected to a classroom setting where groups of four to five students will be created. In each group, an assignment will be offered where the students will be required to record themselves using Flipgrid. This tool will capture the progress that the participants follow in completing the assigned homework. At the end of the classroom session, the students will be offered a post-research test and survey. This survey will be administered using Google Forms, where the students' perceptions throughout the activities will be captured.

This research will use different approaches in collecting the results of the interactions. For example, quantitative data will be collected concerning the scores that the students will record about the test in the context. Also, the study will gather qualitative data based primarily on observations of the groups created containing four to five students (Hong, Gonzalez-Reyes & Pluye, 2018). The observations and quantitative scores will compare performance trends under the four core activities (Hong, Gonzalez-Reyes & Pluye, 2018). The primary benefit that the approach will present to the research is that it will be possible to make informed decisions about the effects of critical thinking speaking activities in influencing essential thinking skills. The discussions which the students undertake in their underlying groups will be captured through voice recordings (Warsah, Morganna, Uyun, Hamengkubuwono & Afandi, 2021). The recordings will supplement the qualitative and quantitative data gathered throughout the research.

### **Activities/Tasks**

This research will be completed based on observing and recording the students' behavior under four primary activities. These activities are distributed across the research subjects assigned through random selection (Artuğer & Özkaynak, 2022). Four activities have been selected which will be used in gathering information about the topic above. The first activity will be questioning. This task is chosen because it will allow the students to present information about their critical thinking and speaking skills. Questioning will collect information about the questioning strategies which the students exhibit in their inquiry and problem-solving processes.

These activities will be strategically selected to inform the analysis process and the relationships with critical thinking. Questioning, role-play task-based interventions, and problem-solving activities adapt to different situations and simulations (Svoboda, 2009). For

example, the students will assume that they are involved in a social experiment. This experiment places the students in a jungle. The students will be required to survive for the best one month in the jungle without maintaining a connection with the external environment. The jungle comprises world animals, bananas, and a river. The jungle has a humid climate due to the daily rains. The students will be required to form groups of four to develop a priority list of 10 items that they feel are the most appropriate and beneficial for their survival. The students must discuss, question, and determine the best items that will help them survive. These items must be listed based on their significance to the students' survival. After completing the list, the students will be required to present the findings to the classroom setting with an explanation of their decisions. Similarly, the students will be required to record a two-minute video capturing their decision and interaction throughout the process.

After the initial data collection processes, the students will be subjected to a task-based simulation. This simulation will be completed in two different phases and instances. In the first instance, the students will be required to assume that they plan to attend a vacation at their grandparent's house for their anniversary celebrations. The students will be necessary to discuss the vacation details for the first three minutes, outlining the core aspects of the vacation. Some of the issues that the students will discuss include the location, time, date, and but not limited to, the budget.

In the second instance, the students will be required to assume that they encountered childhood abuse and troubles with a colleague offering support. Therefore, the students will be required to record their discussion detailing some of the core issues, which will assist the one who encountered a troubled childhood. The students will record the conversation in a two-minute audio. Similarly, another group will be assured the task of gathering information about

one of the favorite family members. This discussion will be captured in two-minute audio. These activities will support a simulation of real-world environments where speaking problem-solving activities are used to overcome the presenting issues while learning critical thinking skills. The results obtained in these activities will be compared based on the pre and post-survey while considering the potential benefits the students will earn considering their capacity to gain critical thinking skills. The primary goal is to measure the effects of these activities in promoting essential thinking skills acquisition.

### **Time to Employ In Each Step**

In the various steps that will be used in the collection and analysis of data that directory relates to the topic in question, there are multiple steps worth following. With the completion of each step, the participants will be brought closer together. They will quickly learn about the current occurrences and how to control and manage some of the issues that may directly influence their critical thinking. The first step will involve the representatives of the student participants signing the informed consent letter that allows them to participate in the study. Since this will require the parents to download it from the school website in pdf format and sign, it will take two days to complete the step. The learners will be asked to complete a pretest to assess their metacognitive level based on Bloom's taxonomy in the next step. This step will take approximately 5 hours to collect all the necessary information impactful for making the necessary improvement in their perception of some of the issues affecting them. The findings from this analysis will take one day to analyze to make the right decisions concerning problem-solving and its involvement in creativity. The participants will further be required to record a 3 minutes video containing information such as the date of the party, location, budget, and other sensitive information. To complete this step, it will take the learners 3 minutes. However, due to

the numerous data that will be analyzed and categorized depending on their impact on the learners, it will take 12 hours to completely summarize and make the right decisions regarding their influence. For the other group that will be required to record a 2-minutes audio-video, it will require 2 minutes to describe the members of their families with whom they get along. In the assessment, the collected information will take 6 hours.

### **Place and Resources**

This study will take place within the school settings in North Quito. Different resources will be helpful in collecting data and also in making decisions likely to make a significant improvement in the lives of the learners. Audio recorders will be used in recording voice recordings for the learners. This will assist in determining the far that they could have understood the social activities and their ability to make the right choice to assist them in an area that needed critical thinking. The Flipgrid Application is one of the resources that will be useful in recording the problems they expect to experience and the possible solutions for managing these issues.

Additionally, closed captions will be used to assess the various specifications that directly relate to this research. The impact of this tool will be felt in the selection of some of the options they are likely to make. For the students to effectively complete the test, they will need to use Google Form to measure the overall metacognitive levels. This source will consist of specific questions related to critical thinking and enables the learners to effectively assess some of the areas that may directly affect them. The students will further be required to rely on the Zoom application in communicating and preparing for some unique activities. Since the collected data will consist of both the qualitative and quantitative data, the use of ANOVA application will be used in obtaining and analyzing the results concerning the metacognitive levels that each student

who will undertake this research will have reached. Through these resources, it will be relatively easy for one to assess the success of the learners and the influence of some of these in the study.

### **Evaluation**

From this research project, it is expected that some of the students will succeed in undertaking the pretest that will mainly involve their remembrance, application, and analysis of all the metacognitive activities. Since information about another person is relatively easy to relate to, a large percentage of the students are always expected to remember important details about the friends they will encounter compared to their individual experiences. About the speaking problem-solving activities, the students will imagine being part of the activity that will have the group subdivided into various groups and taken to the jungle. They will have to survive independently without direct communication with any other person. To increase the severity of the problems that will require their problem-solving skills, there will be a river, banana trees, and wild animals in the jungle in a humid environment that frequently rains daily. The students would need to list all the main things they will have to think about if they needed to survive in this situation and list them in the order of importance. Since the problems may call for different things to solve the individual situation effectively, the students would need to decide on each specific issue and the particular item that would assist them in addressing the separate things. After this compilation of the list of activities and problems, they will present their findings through a recorded video that explains their results and discussion.

To effectively analyze the list of the problems identified and the possible solutions the students realized while undertaking this test, the use of closed captions will be embraced. This will play an essential role in determining the unique specifications and improving the overall results. Using a rubric provided by the Center for Teaching, Learning, & Technology at

Washington State University, it will be relatively easy to highlight how the learners will associate with the occurrences that may happen during their stay in the jungle (Reynders et al., 2020).

Having the participants of this study communicate their unique perspectives of the various problems and the approaches they will use in addressing the special problems, it will be expected that their communication is not based on the different views of the other learners. Due to the minimal interaction between the students in the jungle, it is worth noting that there is a high level of bias in the organization of all the ideas regarding the importance of communication. Due to the minimal interaction between the students, several challenges are likely to arise. Issues such as using an obscure language and grammatical and syntax errors will also occur in the learners' communication. Other problems such as mispronunciation are also likely to arise as the learners undertake this study. This is because of the student's nervousness and lack of emotional support from their colleagues. It is expected that the students will experience challenges pronouncing some of the words from a different language that needs more emphasis.

### **Conclusion and Recommendations**

Summing up, language acquisition is one of the areas of learning that may pose a significant issue to learners (Flores & Rosa, 2019). The learners who wish to learn a second language must use unique approaches to gathering information that may assist them in attaining this objective. Critical thinking when learning a second language is imperative in improving the overall ability of the learners to develop a better way that improves their communication. For many years, not many people have perceived critical thinking as an essential factor in second language acquisition. In teaching the English language, the development of critical thinking is not prioritized compared to creating a way to develop more skills among the learners. Specific

approaches can explore the influence of the various initiatives meant to address problems that affect the learners. Understanding the most impactful way that may directly affect the learners is one of the steps to effective implementation of unique ways that may facilitate positive changes. Critical thinking is an essential requirement that may influence the creation of a different meaning of the offered information. By creating initiatives that improve necessary thinking skills, the learners can brainstorm, invent, and change the meaning of some of the issues surrounding the understanding of specific vocabularies (Qing, 2013).

The relationship between the speaking problem-solving activities and how the learners can acquire critical thinking skills is impactful for the accomplishment of this major objective. How each teacher creates and designs the problem-solving skills and makes them appropriate for all can assist the learners to gain more knowledge that may ensure that all the objectives are accomplished effectively. Problem solving is the ability of one to use knowledge and data at the most appropriate ways for solving some of the problems the learners may experience. This may not mean that the learner can easily get on their feet, assess the issues in question and find the right solution. The learners are required to ask questions and assess some of the ways the creation of a possible solution for all the situations that may need them to address. Evaluating the work and researching deeper may equip one with the skills and knowledge that may allow one to make the right choices that may lead to a positive improvement.

Learners have different challenges which hinder their abilities to communicate and express their opinions to others. Implementing better and more reliable ways encourages learners to boost their confidence and critical thinking abilities (Adzim, 2020). Critical thinking enables learners to reason in the right way and effectively plan for any activity that may directly impact them. Engaging in problem-solving activities and allowing the students to easily reason based on

the problems they are likely to face effectively improves language acquisition, fluency, grammar, and adequacy in their communication. To promote this and encourage an improvement, the needs of the learners must always be understood. Although not many people believe in the effectiveness of the problem-solving activities and their connection with creative thinking in the learners, it is worth noting that its benefits can be experienced when a reasonable number of learners are motivated through the problem-solving activities. By integrating the fundamental principles and the direct engagement of the learners in consultation on some of the areas that directly affect them, the learners can gain more skills and knowledge to develop the unique skills necessary for learning a new language.

Throughout the completion of this research, many areas were uniquely essential and where all the practices were effectively met. One of the research strengths is the use of a neutral language that matches the needs of the learners. This is one of the research benefits because it encourages more participants to tell more about their experiences and perceptions of the topic. Another advantage of the research topic and the intention of undertaking this study is that it helps to learn more about how learners can improve their ability to make the right decisions that may improve their ways of interpreting the challenges that may directly affect them. The use of problem-solving tasks in solving the vocabulary in a second language allows one to improve their vocabulary and communication skills. Through this research, it will be relatively easy to give the learners a chance to express their opinions in the right way that utilizes the locally available resources.

On the other hand, there are several weaknesses of this research that harmed the accomplishment of the study. One of the weaknesses of this research is that some of the steps used in the study were relatively complex for the learners to adapt easily. This is one of the

problems that made it rather hard for the learners to interpret some of the presented challenges and attempt to control some of the complex challenges they may experience. To overcome this and other challenges that may arise and cause unpredicted adverse events, future research will include prior planning and ensuring that all the participants are fully prepared for all the possible events. When encouraging the learners to undertake research in the future, it would be necessary that they are taught about the benefits that the respective initiative will have. Although the current methods of collecting and analyzing data were effective in this research, several complications arose with the low dependence on technology. In relation to the definition of the overall perceptions towards the reaction of problem-solving initiatives and creation of appropriate ways to solve a problem, the involvement of the learners, critical thinking is designed in a way that allows them to have a positive perception of the specific challenges and the unique initiatives for solving individual problems. Critical thinking skills are essential for allowing the learners to view their challenges in a different way that requires them to act. The failure to integrate unique approaches to enhance critical thinking. The developments in relation to critical thinking are dependent on the understanding of the learners. How the learners understand the requirements and the influence of these requirements plays an important role in defining the success of the learners in improving their overall creativity. Therefore, as seen in the research, engaging in the practices that may directly engage all may allow them to make the most influential choices

In the future, research on how to encourage communication and collaboration between the different learners as a way to boost the creative thinking of some of the learners would be a better research topic that researchers may need to invest in. Currently, there are minimal studies that seek to explore how the collaboration between the international language learners may

encourage them to develop necessary skills that may benefit them in their studies. Therefore, it is essential to promote positive communication between the learners to equip them with basic knowledge and understanding of some aspects that they may not easily understand through the use of the common training approaches.

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# Appendix

## Pre-test

research pre test - Excel (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA Cuenta Microsoft

Calibrí 11 Fuente Alineación Número Formato condicional Dar formato como tabla Estilos de celdas Insertar Eliminar Formato Celdas Autosuma Rellenar Ordenar y filtrar Buscar y seleccionar

B28

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO																														
5	<b>PRETEST</b>																												<b>CORRE</b>	<b>CTAS</b>	<b>%</b>	<b>INCOR</b>	<b>RECTA</b>	<b>S</b>	<b>%</b>																																		
6																													34	97,14	1	2,86																																					
7	REMEMBERING METACOGNITION																																																																				
8	Describe your first friend in school in three lines. Are you still seeing each other? How long have you known each other?																												1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9	UNDERSTANDING METACOGNITION																																																																				
10	Infer what they have done today, and write three statements about																												1	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	APPLY METACOGNITION																																																																				
12	Read the following passage With the verbs given (WORDS IN UPPER CASE) or others write a three-line paragraph about your own experiences.																												1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	What questions would you ask him if you had the opportunity to make and interview. Write three																												1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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																													30	85,71	5	14,3																																					

LISTO CALCULAR Escribe aquí para buscar 12:16 26/6/2022



the tent for fix the tent with the pegs 5. Install your tent cover and you're done sleep. This element, even if it doesn't seem like like ... like important, it's a way to keep us warm at night, safe and safe and protect from some insects. And obviously from the cold emergency fears”

Student 2. Describes that the first kit “which is used to act in case of mirror injuries or indispositions that in principles do not need medical assistance. This is very necessary because if we suffer minor cuts with branches or nips it is very necessary to disinfect the ground. I'm here in case of a more serious injury. It is necessary to do everything possible so that they won't do the not advance or affect any important order.”

Student 3. The necessary elements that I chose are very useful. To... to make a contact with somebody else that is why we need our gunfire signs. Also, we need something to cut and to burn wood to make some fire and be protected against wild animal or the some difficult ... difficult time that it might be presented. Additionally, he mentioned that it is required warm clothing, in the case of extreme cold climate.

Student 4 mentions that “The How to pitch a camping tent one clean the area and place the trap on the ground to extend the tent and place the poles trip. Put up the tent for fix the tent with the pegs 5. Install your tent cover and you're done sleep. This element, even if it doesn't seem like like .... like important, it's a way to keep us warm at night, safe and safe and protect from some insects. And obviously from the cold emergency fears, compass is an instrument that service to or in the self. We mean of the medicine needle that points to making note which is a single different for each other. I'm different for the afternoon.”

Student 3 concluded that “after all these reasons, to survive in new jungle, we have to think about our health and our safety. Being wise in our choices that in this case. Will be of great help to us.

#### Group 2

Student 1 introduced the activity “This is the decisions of my group. There, we have decided is the next. Backpacks, a machete, bandages. A cold floor room. Water filter, bottles, canned Food, ropes and flare gun.

Student 2 describes “the backpack to carry all the objects we have or get. The main tool will serve as the carry all items we found.

Student 3 continues describing the required tools “having alcohol to disinfect any wound.

Bandages to cover injures so they don't get infected, and a flare gun to scare away Wild animals, or call for help.

Student 4 mentioned that “Canned food will help us in case one day we don't find food. With the bottles we can called water also with the water filter we can purify it to be able to drink it. And the hammocks to able to sleep, and the ropes to hold them.”

#### Group 1

Student 1: We have been part of a social experiment. Me and my group will be taken to the middle of the jungle and have to survive there for a month without contacting others. In the jungle there are wild animals, a river, and banana trees, the climate is humid and it rains every day. We have done a list of things we need to survive before that we have to travel. We need to know the basic things to survive such as: knowledge of plants and plants so we need a handbook.

Student 2: Clean water can be gotten from the river or the bamboo steam that can be used in case the river is contaminated to survive. Containers can be used to reserve for a long time the liquid and food to survive

Student 3: a Knife, we will need for fishing or for an animal. A flashlight to look at what is surrounding us.

Student 4: We need to buy a shelter which is made of shed, branches and leaves. It means it will be a water shelter and of course it will have a strong root. This refuge will help you to protect you from wild animals, the cold of the night and place to stay. Another thing we need is can food reserve

Student 3: First aid kit will be used immediately if you will injure or if the person is hurt. Also, you need light clothing may help you to trekking or climbing.

Student 1: Also, we need personal care stuff such as repellent to protect ourselves from mosquitoes because multiple bites can cause serious sickness. We need a soap to wash our hands and avoid diseases. A sun cream is very important too because it can protect us from the sun and we can get a sun stroke. Finally, the toilet paper is indispensable and is a basic need

### **Role-play**

#### Group 1

Student 1: Good morning, afternoon of everything today. We will talk a little about if a colleague and his family has problems and we can do in that case. What he can't do during

Student 2: as a friend I would have explained him what he could do during breakfast. I will make him get a distraction for a while to forget his family problems. Also, I will tell him to take into

account to hang out to meet more people, and always remind him that students need to follow the rules.

Student 3: I will help him and listen to him reminding him to rest I would tell him how important is to have a family.

Student 4: as his friend I would try to put myself in his place and try to help him feel better understanding him and knowing how to tolerate his frustration, and how to face his problems at home. Problems throughout play distracting him a little so that he does not think too much about his problems.

## Group 2

Student 1: Hello friends, How was your weekend?

Student 2: interesting? I traveled to the South of this country and I am happy for to visit my family.

Student 3: I have a travel in the beach, it is very nice.

Student 2: Oh! in the notebook, notebooks, many colleagues have low grades.

Student 1: Yes, yes, I stayed it too.

Student 3: Abelardo is the one with the worst qualification.

Student 2: I say, let's find ways to help.

Student 1: I have a good idea. I think some examples help him, and avoid be punished. Find the right time to study. Raise 8 or review before going to sleep. If our friend has an exam the next day, reviewing what the story before going to sleep with. We help him memorize information.

Student 3: I have another ide. One of the points that can help both the school and the family is communication. Because the more communication the child has weighed their parents, the more support they can. I have in the academic field and task have the confidence to ask questions all about specific subject and then their help is both mom and Dad.

Student 2: Let's get together the three ideas because I have a other idea. We can help you with a better organization of your tasks and times.

Student 1:Let's share our ideas.

Group 3

What is a trouble childhood

Student 1: Having a towel, childhood is mainly due to problems at home with parents and siblings and there can be full cycle and psychological violence and this affects children causing depression and problems in school rates. Many times children isolate themselves and create a world that doesn't not exist.

What is the importance of having supporting friends, minus your family?

Student 2: Do you have a road life and have an excellent performance in studies? It is essential to have the support of the family, but if this support is lacking, there are friends who are like her brothers and sisters who always know when we are wrong. Science school is practically your second home and we need joy. To support there too.

How to improve grades with a troubled childhood?

Student 3: There are very difficult answers and some cannot overcome the problematic childhood that they carry by their hand. We've conducted as soon the problem and bury tools

with him so that they tell us about it. Telling her communication with him, listen to him and you will see that most likely he's also frustrated and they understand each other.

How to improve grades with a trouble childhood?

Student 4: Maintain good grades with a troubled childhood for me is to focus on their studies, knowing that in the future that will pay off and that will help you choose successful. If we have problems with our grades, we shall ask for help, not get up as without fear or investigating, the case is not clear by being professional and independent, we can have a family and children that we will not put help. What we have to go through and we will. They are support.

Group 4

Student 1: How are you?

Student 2: I am fine thank you eh... Micasa how are you?

Student 3: I'm fine, thank you and you, Erica.

Student 4. I'm fine, thank you.

Student 1: great! Everything is going good I think, and but I'm concerned about Fernando at school. You know that he has a problem. Could help him like make a group where we can go where we can help him and try to explain the topics that he didn't understood so we could do that one for this honey.

Student 2: My solutions. M. But we can meet somewhere and talk to him. Or maybe, go to his house to have some fun. We could also make a study group or teach him together. What's your opinion on getting help him Micassa.

Student 3: Help him in everything what he cannot be supported.

#### Group 4

Student 1: feel bad and I've been lowering my grades because of some problems at home and I could really use to talk to someone about it.

Student 2: I know how these girls have not been the best, but remember that there will always be people who care about you. Do not be discouraged. You still have a lot to live at now, so get up and thinks about fulfilling your dreams and never grow up. And when you are cheap thing, you will see that you felt better.

Student 3: Hello friend, how are you? Don't worry, keep calm. I understand you what you're going through is very painful. I can help you at school so that your grades don't drop. I can keep your company. Don't get discourage. This is going to happen. Cheer up!

#### Questioning

Describe a member of your family you get on well with. Record your audio in 2 minutes.

You should say:

Who is this person?

What relationship do you have with that person?

Describe what your relationship is like.

Student 1: Good morning teacher. My presentation is OK. The person I'm going to talk about today is my grandmother named Margarita. He is my second mother and the relationship I have with her is set of model and substance. I grew up with my heart. I love my life. I appreciate her \*\*\*\* as my mother since she was D once spent amongst my entire life with me. The problems now I like with her and she's the person with whom I feel confident with one. I grew up and I

have a very good relationship but. I consider she's my second mother, my home, my best friend. So I don't know if he and she is my. My personal favorite. Would I have very good relationship boots?

Student 2: Hello. My name is Louise Subpage. Am I going to talk about Ariana Patio? She is. 23 years old. She studies at the same school. Ask me. We have been very close. We have done many things together and we are and will be for each of us for the rest of our lives. I think that our relationship is currently got. We no longer the same kind that we die as children, but we still continue to watch movies, play, cook together, and have a golf time togheter. That is why his love him very much and if on day he hears this, I want to take the I want to tell him I love you a lot and I looked and I have with her is that in the car we have here says six years ago we can go sing and record ourselves until now wait. Note with me, see those videos and his makes. Who's allowed allowed. Those are memories that we never be erased. Aspirin. Try using premiere over here. Speaking speaker. I just tell you, I guess.

Student 3: The person I'm going to talk about is my brother and his name is Daniel. He's my older brother. We are nine years apart. And. He he is smart. He's very funny too. We talk about a lot of things and I will never get tired. Of being with him. Uh, 'cause? And besides, we are. We are brothers. We are also best friends. I think we support each other a lot. I mean, it's it's easy to talk with him. Uh, we are always. Hanging around then we are making jokes with ourselves. So I could tell that he's my best friend too. He just gave me some advice is because. He he is older than me, so he gave me a Pisces and I always try to listen to him. He also teaches me a lot. He is very smart as as I said before. So he teach me a lot and I can learn from him so I love him so much and. I'm always trying to be supportive to him. And I love him so much too. I think I say before that. I also see him as a second father. I mean I have my father, my real father, but I I see

him as the second father. Because is there is a person I could trust. And. He's the kind of person that will be always there for me and I love it. And there he will be there for tearing me up if I am having a bad day so. He's very supportive in that way too. And that's all.

Student 4: Hi this is me and I'm going to describe my father because for me he's the best father in the world. He had a troubled childhood and a really hard life. But I think he has learned a lot from France is very exist and everything he lived through. The ones us. He's still learn not to live. He knows very well what pain is and he wants us to be above all happy and that is what I have a lot about him. We hear Mike and talk about anything and he will always understand me. Let's say that I have inherited several characteristics from him that make us have a greater connection. He is very funny and whenever I am with him I feel very happy. He's kind too. I think a really cool person. And they love this from him. I have learned a lot from him and when I grow up I want to show him what I will become and tell him look I achieve these things to you. I love him very much and I want to be a good daughter so that he's proud of me. Thanks.

Student 5: The member of my family. She's someone that I love and my Lord and she is one of my favorite persons. She is my mom. My mom is a beautiful woman. She has Hazel eyes, fair skin, light brown hair and a nice smile and lots of freckles. She's stolen a bit chubby. Here. Her character and attitude is something that I like and that defines here. When I was a little, I thought she was a hero. That's why I admire her a lot because she is respectful, polite, her working kind. She's positive. Above all, she doesn't give up easily in the face of situations or people. She takes care of everyone in her family. She knows what words they are used to help or support people, not just your. Immediate family or extended family. It was like a Wonder Woman for me. And that is why I love her very much. We have a very strong and clearly lovely loving relationship.

And we have a lot of common. In I loved of trust between us. It is a bond that can never be broken or replaced and that is my mom. In that it's all thank you.

Student 6: There are two members of my family that are being important to me. They are my cousins and my mother said I get along very well with them. They are twins, one of them is and the other is who say they are 10 years old. They both have different personalities. Sensitive and very affectionate and Jose has a stronger personality and is more extravagant. I have known them since they were born. We have lived together all these years, so we have a good relationship. We were very close when we were little. We knew how to play together. We traveled together and we have deep many beautiful experience. Now we don't have the same bond as before because we are both growing up and the Tigers are usually more closed. But nevertheless, we still have a good relationship. We get along very well. The connection we had has not been lost. They are very affectionate with me. We use nicknames just between the three of us. I like to be with them because I feel they are part of my life and I love them very much.

Student 7: The people are grown along with my family. Are my brother, my cousin, and my mother and these guys are going to talking for my mother in secular provincia. Did little to tell me she had lost her and she take rest. Carefirst Sally and she has another man eat her for her personality she sky. Responsibility, we will watch. It has to do whatever she has work or taking care for you. She is a person with who we want. I get along with most of my family. Was with me and taking care for me every day in this game. My brother who helped him copy she she she has our taking car for him at the Times agency had to be insulated to the tail cover. Call recover and other effect to rest our family. My mother my father had. Couple constantly said the bird and that they have friends every everywhere and they have best. Boom, friends from the six years on on more in the 17th and my mother and my father is very interested Inc. My relationship where

my mother is really good. Really good science. I can't trust her in 1717. Where to happen says I better than you choose her saying she is always present in my life. I'd call ever say that my sample to follow.

Student 8:

Her name is Miriam. She history six years old. I warming gold impression herself day. A lot of that she is very pretty. I visioning a little angry and about a bird joking. The things I like to do, the mount which my mother is to vote for American a park go to the mountains. We have a good connection from mother to darling. She has always been, well, me. What I need or she is Super's made in everything and the moment I've shares with her half. Bed angry and making. Meet other sting. How much I love her. My mother is an inspiration for her darlings. And I'm example the following and. Thanks to her we, her responsible people. And she has talent who stand it doesn't note mother how long he tanked to achiever or bulls her dreams. But Robert stand with 514 and 10. Is white I loving me? Mother shoot my chin. I'm. Oil paint. She never turned. She never sings her way of being.

Student 9: Good morning teacher. Today I am going to talk about two important people in my life. And thought to people are my mother and my sister. I'll good people for. Have received me saying I was a chill. Unhappy rotated me and have given me everything I needed. And have always treated me with a passion and love. We are a loving family. They have a tough message saying I was a child. To be respectful also to be responsible to be polite and to be others. Help others, sorry. I also thank them that they have give me a good home. And have always been be my scene when I need it. Today my relationship with him is very steep and pleasant. We are always in connect and we never lost communicate between us. And I hope that our relationship never changes in US.

Student 10: The Member I get along with is my cousin. Because I have grown up with her science. I was little and we have created a nice friendship. She and I understand each other because there are things we eat and we like. My relationship with her is if we were sisters. When she comes to my house. I feel happy because I almost always don't see here. But I will always carry her in my heart. She is nice. She is friendly. She is cute. Are you like those a lot because that makes her look like. A very good nice person. I really get along with her really well too because. In my family, they tell you that we are crazy. Once in my family, but I think that make us look like very crazy. But nice people. I will always tell the heart I love you.

Student 11: I have with my family. My younger brother. He is 10 years old. It's very short. He's very cute. Fund to speed plane. She likes to watch and her. He likes to watch and very active. I love him. The relationships I have with my brother is very pigmented. He is very unstable and. If we all stay in hotel, how we did in school? For example, if we weren't bad grades or I will extend them from a class. He also heals whose with or convert and submitted for no reason we think would after five minutes. There are brothers. Irons. And that is the best relationships I have in my family.

Student 12: Then member of my family that I feel good is with my cousin because we support to the other. When one of us don't understand school topic or homework. We don't live together, but we chatting with each other when is a special day. Or just we want to spend time with the other because we don't have much time by the school. He is in high school too. Our relationship is rare because we talked of everything, but we don't focus in our private life. Our family. We talk about us and activities of the school. When I have the opportunity to visit him to my aunt home, I spend time with him and my other cousins. But also I visit touristic places of the place that him lives. In the last year I can visit part of my extended family and I took different

activities with them. For example, we visit the zoo, went to the theme park at the Christmas dinner and much more. It was a lot of fun. My cousin and I remember childhood experiences in that day, so I can't wait to visit my cousin again. It's amazing.

### **Speaking problem-solving activities**

The students were asked to imagine to be part of a social experiment. Each group would be taken to the middle of the jungle. They would have to survive there for a month without contacting with others. In the jungle there were: wild animals, a river, banana trees.

Additionally, the climate was humid and it rained every day. In groups of 4 students made a list of 10 things they should have to think what they would need to survive. They would have to decide the order of importance. Then, they would decide the possible problems that could be solved with the selected items. Finally, they would present their lists to the class explaining their decisions. They should record it in a two-minute video using Flipgrid application.

For the analysis, closed captions were used to identify certain relevant specifications for this research, For the general assessment a rubric was adapted from ©2006 – Center for Teaching, Learning, & Technology at Washington State University. In this context, group number one was composed of four students. They obtained 15/24 because they could summarize the problem however some aspects were incorrect, key details were missing or glossed over. By communicating their own perspective, they justified without addressing other view or doing so superficially. Also, they recognized the bias and reflected clear organization of ideas subordinating for importance and impact. On the other hand, obscure language meaning, grammar, syntax or other errors were distracting or repeated. There was evidence of proofreading. (The student A looked like being tranquil describing the problem, the items with their usages; however, there was a mispronounced word /enkɒnfɔr'tæbəl/ in the seconds 71.719s

to 75.205s, she mentioned “the tent with the pegs 5” which was not so clear what she wanted to mean in the 93.081s to 95.907s. The students B and C demonstrated more assurance to speak. Despite of the mispronunciation the student C had a better fluency of the language than the B student. Also, the C student sounds more enthusiastic about describing the items than the others. Student D had some mispronounced words in the 180.538s to 182302s, 184.37 to 188.078s, 204.56s to 209.24s, 224.35s to 229.44s, 229.44 to 235.21) she sounded a little bit nervous, as well.)

## Postest

	A	B	C	D	E	F	G	H	I	J
1	Marca temporal	Dirección de correo electrónico	Write the name activity	How long did you need	Did you need you orga	Did it allow you to rec	Did the activity allow y	Did the activity allow y	Did the activity allow y	Did the activity allow y
2	4/4/2022 17:04:52	dnlengua9a@gmail.com	how to survive in a jun	60-90 minutes / minut	Yes	some / algo	quite a bit / bastante	Very much / mucho	some / algo	Maybe / tal vez
3	4/4/2022 17:10:26	lesbri13@gmail.com	What items should we	20-30 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si
4	4/4/2022 17:42:13	alisonmorocho8@gm	Como ayudar a un cor	90-120 minutes / minu	Yes	some / algo	quite a bit / bastante	Very much / mucho	Very much / mucho	Yes / si
5	4/4/2022 18:10:08	dalengua.9b@gmail.c	Role - play	30-60 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	some / algo	quite a bit / bastante	Yes / si
6	4/4/2022 18:13:12	dayaballejos@gmail.c	Trouble childhood	60-90 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	Very much / mucho	quite a bit / bastante	Yes / si
7	4/4/2022 18:14:13	arlengu6sextoa@gma	trouble childhood	30-60 minutes / minut	Yes	Very much / mucho	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si
8	4/4/2022 18:20:04	iglengua.9b@gmail.c	Problem-solving activi	60-90 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Yes / si
9	4/4/2022 18:22:25	jlengua.9b@gmail.c	Activida de resoluci	90-120 minutes / minu	Yes	Very much / mucho	quite a bit / bastante	some / algo	quite a bit / bastante	Maybe / tal vez
10	4/4/2022 18:26:50	valeryespino2006@gma	Problem-solving activi	60-90 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Yes / si
11	4/4/2022 18:33:26	acilengua.9d@gmail.c	Role-play	60-90 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	Very much / mucho	quite a bit / bastante	Yes / si
12	4/4/2022 20:01:21	odasolopez@gmail.c	problem-solving activi	30-60 minutes / minut	Yes	some / algo	quite a bit / bastante	some / algo	quite a bit / bastante	Yes / si
13	4/4/2022 20:08:23	dmlengua.9c@gmail.c	Role-play	60-90 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Maybe / tal vez
14	4/4/2022 20:10:09	ealenguabf@gmail.c	The role-play activity	30-60 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Very much / mucho	Yes / si
15	4/4/2022 20:15:19	melengua.9a@gmail.c	Role-Play	30-60 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si
16	4/4/2022 20:16:29	irvingrosoronvarez@g	Role-Play Discuss hov	20-30 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	some / algo	Yes / si
17	4/4/2022 20:21:14	kuppelbith1220@gm	Role play	60-90 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si
18	4/4/2022 20:22:00	silengua.9c@gmail.c	Roleplay	30-60 minutes / minut	Yes	quite a bit / bastante	Very much / mucho	Very much / mucho	quite a bit / bastante	No / no
19	4/4/2022 20:22:06	emilycardenasniera@g	How to survive in the j	90-120 minutes / minu	Yes	quite a bit / bastante	Very much / mucho	Very much / mucho	Very much / mucho	Yes / si
20	4/4/2022 20:31:30	galenguainteractiva@g	Role-play	30-60 minutes / minut	Yes	Very much / mucho	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si
21	4/4/2022 20:45:47	cvlengua5a@gmail.c	Supervivencia en la ju	30-60 minutes / minut	Yes	some / algo	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Maybe / tal vez
22	4/4/2022 21:22:46	stefa91307@gmail.c	How to survive in the j	20-30 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si
23	4/5/2022 11:48:29	ericketevech12@gmail	How to survive in the j	60-90 minutes / minut	Yes	Very much / mucho	Very much / mucho	Very much / mucho	Very much / mucho	Yes / si
24	4/5/2022 16:10:47	camilataparez@gmai	Video	20-30 minutes / minut	No	quite a bit / bastante	some / algo	quite a bit / bastante	some / algo	Yes / si
25	4/5/2022 16:27:07	ac2lengua.9a@gmail.c	Describe a member of	30-60 minutes / minut	No	Very much / mucho	some / algo	some / algo	Very much / mucho	Maybe / tal vez
26	4/5/2022 16:29:46	garcorreatumbaco@g	The organsh	30-60 minutes / minut	Yes	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si
27	4/5/2022 17:03:06	alisoncaquilin@gm	Describe a member of	30-60 minutes / minut	No	some / algo	quite a bit / bastante	quite a bit / bastante	Very much / mucho	No / no
28	4/5/2022 17:26:55	airomif@gmail.com	Questioning	20-30 minutes / minut	No	Very much / mucho	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Yes / si

Post-test research (respuestas) - Excel (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA

Regla Barra de fórmulas Líneas de cuadrícula Títulos Zoom 100% Ampliar selección Nueva ventana Organizar todo Ocultar Desplazamiento sincrónico Restablecer posición de la ventana Cambiar ventanas Macros

B1 Dirección de correo electrónico

	A	G	H	I	J	K	L	M	N	O
1	Marca temporal	Did the activity allow you to do things you like to do?	Did the activity allow you to do things you like to do?	Did the activity allow you to do things you like to do?	Did the activity allow you to do things you like to do?	How often do you do things you like to do?	How difficult did you find things you like to do?	Overall, how would you describe the activity?	Did you enjoy answering questions about the activity?	Did you feel motivated to learn more about the activity?
2	4/4/2022 17:04:52	quite a bit / bastante	Very much / mucho	some / algo	Maybe / tal vez	Sometimes / algunas veces	3	4	5	4
3	4/4/2022 17:10:26	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si	Hardly ever / rara vez	1	5	5	5
4	4/4/2022 17:42:13	quite a bit / bastante	Very much / mucho	Very much / mucho	Yes / si	Hardly ever / rara vez	3	5	5	3
5	4/4/2022 18:10:08	Very much / mucho	some / algo	quite a bit / bastante	Yes / si	Sometimes / algunas veces	3	4	4	4
6	4/4/2022 18:13:12	Very much / mucho	Very much / mucho	quite a bit / bastante	Yes / si	Sometimes / algunas veces	2	5	4	4
7	4/4/2022 18:14:13	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si	Sometimes / algunas veces	3	5	5	5
8	4/4/2022 18:20:04	quite a bit / bastante	some / algo	quite a bit / bastante	Yes / si	Sometimes / algunas veces	3	5	5	3
9	4/4/2022 18:22:25	quite a bit / bastante	some / algo	quite a bit / bastante	Maybe / tal vez	Hardly ever / rara vez	3	5	4	3
10	4/4/2022 18:26:50	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Yes / si	Hardly ever / rara vez	3	4	4	5
11	4/4/2022 18:33:26	Very much / mucho	Very much / mucho	quite a bit / bastante	Yes / si	Hardly ever / rara vez	2	5	5	5
12	4/4/2022 20:01:21	quite a bit / bastante	some / algo	quite a bit / bastante	Yes / si	Hardly ever / rara vez	3	3	3	3
13	4/4/2022 20:08:23	quite a bit / bastante	quite a bit / bastante	Very much / mucho	Maybe / tal vez	Sometimes / algunas veces	2	4	3	4
14	4/4/2022 20:10:09	Very much / mucho	quite a bit / bastante	Very much / mucho	Yes / si	Sometimes / algunas veces	3	4	5	4
15	4/4/2022 20:15:19	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si	Hardly ever / rara vez	2	4	5	5
16	4/4/2022 20:16:29	quite a bit / bastante	quite a bit / bastante	some / algo	Yes / si	Hardly ever / rara vez	2	4	4	2
17	4/4/2022 20:21:14	some / algo	quite a bit / bastante	quite a bit / bastante	Yes / si	Sometimes / algunas veces	2	4	4	4
18	4/4/2022 20:22:00	Very much / mucho	Very much / mucho	quite a bit / bastante	No / no	Sometimes / algunas veces	3	4	4	4
19	4/4/2022 20:22:06	Very much / mucho	Very much / mucho	quite a bit / bastante	Yes / si	Hardly ever / rara vez	3	5	5	4
20	4/4/2022 20:31:30	Very much / mucho	quite a bit / bastante	quite a bit / bastante	Yes / si	Hardly ever / rara vez	3	5	5	5
21	4/4/2022 20:45:47	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Maybe / tal vez	Hardly ever / rara vez	3	4	4	4
22	4/4/2022 21:22:46	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si	Hardly ever / rara vez	3	5	3	4
23	4/5/2022 11:48:29	Very much / mucho	Very much / mucho	Very much / mucho	Yes / si	Sometimes / algunas veces	3	5	4	4
24	4/5/2022 16:10:47	some / algo	quite a bit / bastante	some / algo	Yes / si	Hardly ever / rara vez	2	5	4	5
25	4/5/2022 16:27:07	some / algo	some / algo	Very much / mucho	Maybe / tal vez	Sometimes / algunas veces	2	5	5	5
26	4/5/2022 16:29:46	quite a bit / bastante	quite a bit / bastante	quite a bit / bastante	Yes / si	Sometimes / algunas veces	3	4	3	3
27	4/5/2022 17:03:06	quite a bit / bastante	quite a bit / bastante	Very much / mucho	No / no	Hardly ever / rara vez	3	4	3	4
28	4/5/2022 17:26:55	quite a bit / bastante	Very much / mucho	quite a bit / bastante	Yes / si	Sometimes / algunas veces	1	5	5	5

PROMEDIO: 12,28571429 RECUENTO: 48 SUMA: 86

Post-test research (respuestas) - Excel (Error de activación de productos)

ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA

Regla Barra de fórmulas Líneas de cuadrícula Títulos Zoom 100% Ampliar selección Nueva ventana Organizar todo Ocultar Desplazamiento sincrónico Restablecer posición de la ventana Cambiar ventanas Macros

B1 Dirección de correo electrónico

	A	O	P	Q	R	S	T	U	V	W
1	Marca temporal	Did you feel motivated to learn more about the activity?	Thanks for any comment about the task. / Gracias por cualquier comentario sobre la actividad.							
2	4/4/2022 17:04:52	4	4	I liked this activity because it was fun to do and it allowed me to use my creativity						
3	4/4/2022 17:10:26	4	5	I found the activity very interesting and at the same time creative since it informed us about the fundamental elements that we could carry out in a jungle.						
4	4/4/2022 17:42:13	3	3	The truth was very interesting.						
5	4/4/2022 18:10:08	4	4	It was a good activity						
6	4/4/2022 18:13:12	4	4	Well, I really liked this activity and I hope we have another opportunity to do one again						
7	4/4/2022 18:14:13	5	5	none just that it was a very entertaining activity						
8	4/4/2022 18:20:04	5	5	It was fun to do						
9	4/4/2022 18:22:25	3	3	Me parecio muy interesante ya que aprendimos sobre cómo sobrevivir en casos de emergencia						
10	4/4/2022 18:26:50	5	5	I consider that these types of activities should be carried out more in our class, not in order to obtain a grade, but to practice speaking in English more, because motivating us to speak						
11	4/4/2022 18:33:26	5	5	It was very good to share ideas and work, since it gives us knowledge.						
12	4/4/2022 20:01:21	3	3	That I had a lot of fun sharing and exchanging ideas with my friends						
13	4/4/2022 20:08:23	4	4	This activity left me with a lot of teachings, a lot of knowledge of new words and that was very productive for me.						
14	4/4/2022 20:10:09	4	4							
15	4/4/2022 20:15:19	5	5	YOU'RE WELCOME						
16	4/4/2022 20:16:29	2	2	It was fun working as a team to make this video						
17	4/4/2022 20:21:14	4	4	I've really enjoy the task, it was like an evaluation						
18	4/4/2022 20:22:00	4	4	I thought it was a very creative activity, but I would have liked to do it with a different theme, because the theme used did not allow us to expand our information.						
19	4/4/2022 20:22:06	4	4	This is a very interesting activity that should be included in the curriculum of the other subjects.						
20	4/4/2022 20:31:30	5	5	For me the activity was very interesting						
21	4/4/2022 20:45:47	4	4	In this activity I was able to review and practice my English although it wasn't much, I learned new vocabulary.						
22	4/4/2022 21:22:46	4	4							
23	4/5/2022 11:48:29	4	4	Tubo chato						
24	4/5/2022 16:10:47	5	5	No hay ningún comentario						
25	4/5/2022 16:27:07	5	5	It was very good for me to improve my English and learn more vocabulary to be able to describe people, in this case a member of my family.						
26	4/5/2022 16:29:46	3	3	Thank you						
27	4/5/2022 17:03:06	4	4	I found it to be a very interesting activity						
28	4/5/2022 17:26:55	5	5	I really loved this activity. I was a bit nervous but everything went well and it helped me learn some new words.						

PROMEDIO: 12,28571429 RECUENTO: 48 SUMA: 86